DOCUMENT RESUME

ED 334 252 TM 016 839

AUTHOR	Barell, Martin C.
TITLE	New York: The State of Learning: Statewide Profile of the Educational System. A Report to the Governor and the Legislature on the Educational Status of the State's Schools for 1989-90.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	Jan 91
NOTE	360p.; For a related document, see TM 016 841.
PUB TYPE	Statistical Data (110) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Academic Achievement; Administrator Characteristics; Annual Reports; *Educational Assessment; Educational Finance; Elementary Secondary Education; Enrollment Trends; Graphs; *Profiles; *Public Schools; *School Statistics; State Schools; *State Surveys; Statistical Data; Tables (Data); Teacher Characteristics
IDENTIFIERS	*New York

ABSTRACT

The third annual report on the educational status of New York State-supported elementary schools and secondary schools for the 1989-90 school year is presented. Based on legal mandates, the report addresses enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance, and employment rates; and information concerning teacher and administrator preparation, turnover, inservice education, and performance. All such information is displayed, to the extent practicable, on a statewide basis, for four community types, and by racial/ethnic group and gender. Community types include New York City, large city districts, other city districts, and non-city districts. During the 1989-90 school year, approximately 3.0 million students attended New York schools. It is concluded that certain subgroups of the state student population are disproportionately represented in the various measures of academic success and failure. Large, urban school districts continue to place below other public school districts in the State in almost all measures of academic performance. The patterns of inequality of educational outcomes and the breadth of these inequalities between minority and non-minority children have not changed since this report was first published in 1988. Fifty-seven figures and 132 tables are included. A description of data sources is appended. (TJH)

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A Report to the Governor and the Legislature on the Educational Status of the State's Schools for 1989-90

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Albany, New York 12234

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Statewide Profile of the Educational System

THE BOARD OF REGENTS
THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

MARTIN C. BARELL
CHANCELLOR

200 PARK AVENUE
29TH FLOOR
NEW YORK, NEW YORK 10166

To the Governor and the Legislature of the State of New York:

Pursuant to Section 215-a of Education Law, I am pleased to present the third annual edition of the report, *New York: The State of Learning, A Report on the Educational Status of the State's Schools.*

This report presents information about enrollment trends, student achievement, graduation rates, the teaching force, and school finances for the 1989-90 school year. My colleagues on the Board of Regents join me in the hope that the information that follows will assist the Governor and the Legislature in assessing the efficacy of the many educational programs supported by the State, and in working with the Board to support and improve the efforts of all schools in educating the people of New York State.

Respectfully submitted,

Martin C. Barell

MARTIN C. BARELL
Chancellor

NEW YORK

THE STATE OF LEARNING

A Report to the Governor and
the Legislature
on the
Educational Status of the
State's Schools

STATEWIDE PROFILE OF THE EDUCATIONAL SYSTEM

The University of the State of New York/The State Education Department
Albany, New York 12234
January 1991

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COMMISSIONER'S PREFACE

This is an annual report, the third in a series which began with the year 1988. Taken as a whole, the state of the State's schools does not appear to change dramatically from year to year. In a school system as large and diverse as New York's, the vast numbers involved and the need to report in averages and broad trends mask developments which may presage important changes in the future. Thus the reader of this report will find substantially the same reasons for pride and causes for concern as in 1988 and 1989.

On the one hand, New York continues to boast some of the best schools and most successful students in the nation. The showing of New York State students substantially exceeds the national average on such measures as the College Board achievement tests and the Westinghouse Science Talent Search. New York students' scores on tests of fundamental skills in reading and mathematics continue to rise gradually. In our cities, in our suburbs, and in our rural areas, most of our children and young people attend school in appropriate surroundings, meet with well-trained and caring teachers and other staff members, and acquire the skills, knowledge, and values they need to function effectively in our society.

But on the other hand, it is still true that one-fourth of our students do not graduate from high school. It is still true (although the numbers increased slightly this year) that only about one-third of our students complete the requirements for the more academically demanding Regents diploma. It is still true that too many of our students attend schools without an adequate supply of well-trained teachers, without adequate access to computers and other new learning technologies, in physical surroundings to which most readers of this report would not consign their children. In 1990, as in 1989 and 1988, the patterns remain clear: where there is social distress, there is likely to be poor educational achievement. Where there is poverty, there is likely to be social distress. And where there are poverty, social distress, and poor educational achievement, students are likely to receive fewer of the resources needed for learning. New York State's public school system continues its divided course – one largely suburban, white, affluent, and successful; and the other largely urban, of color, poor, and failing.

For again, what emerges clearly from this report on the year 1989-90 is the close link between concentrations of minority students and poor school achievement. Many individual minority children excel, of course. But in general, as the percentage of minority students in a school increases, achievement scores tend to decline. The gap between majority and minority averages appears in the early grades, as shown by the third-grade PEP tests; and it widens over the years, as shown by the results of Regents Examinations in high school.

There are many reasons for this distressing phenomenon, including the disproportionate number of minority children who live in poverty and the inadequacy of human and material resources in many schools with high percentages of minority children.

But we know that minority children from even the worst circumstances, if given appropriate instruction and support, can succeed in school. We have daily evidence that this is so, demonstrated by caring, effective teachers and minority children in pockets of excellence obscured by the statewide averages.

Minorities now comprise about forty percent of the State's school enrollment. That percentage is likely to grow; and children from minority groups are not the only ones whom our system, as it now functions, is failing. If the state of the State's schools is to improve dramatically – if we are not to see a deepening division into a two-class society, skewed by race – then we must take sustained and effective action to improve educational results, not only for those of our students who are already performing acceptably, but for those who for reasons both historical and contemporary continue to get the shorter end of the stick.

Thomas Sobol

THOMAS SOBOL
President of The University
of the State of New York
and Commissioner of Education

January 1991

BOARD OF REGENTS—REPORT TO GOVERNOR, PRESIDENT PRO TEM OF SENATE AND SPEAKER OF ASSEMBLY—EDUCATIONAL STATUS OF STATE'S SCHOOLS

Memoranda relating to this chapter, see Legislative and Executive Memoranda, post

CHAPTER 655

Approved and effective Aug. 5, 1987

AN ACT to amend the education law, in relation to providing for the annual submission by the regents of the university of the state of New York to the governor and the legislature of a report on the educational status of the schools

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

§ 1. Legislative findings. The legislature hereby finds that the state annually devotes extensive resources to education and that it is important to insure that such resources are spent effectively and efficiently. Accordingly, the legislature determines that the board of regents should submit to the governor, the president pro tem of the senate and the speaker of the assembly an annual report setting forth the educational status of the state's schools. This report will assist the governor and legislature in assessing the efficacy of the many educational programs supported by the state.

§ 2. The education law is amended by adding a new section two hundred fifteen-a to read as follows:

§ 215-a. Annual report by regents to governor and legislature

The regents of the university of the state of New York shall prepare and submit to the governor, the president pro tem of the senate, and the speaker of the assembly, not later than the first day of January, nineteen hundred eighty-nine and the first day of January of each year thereafter, a report concerning the schools of the state which shall set forth with respect to the preceding school year: enrollment trends; indicators of student achievement in reading, writing, mathematics, science and vocational courses; graduation, college attendance and employment rates; such other indicators of student performance as the regents shall determine; information concerning teacher and administrator preparation, turnover, in-service education and performance; and such other information as requested by the governor, the president pro tem of the senate, or the speaker of the assembly. To the extent practicable, all such information shall be displayed on both a statewide and individual district basis and by racial/ethnic group and gender. The regents are authorized to require school districts, boards of cooperative educational services and nonpublic schools to provide such information as is necessary to prepare the report. In preparing the report, the regents shall consult with other interested parties, including local school districts, teachers' and faculty organizations, school administrators, parents and students.

§ 3. This act shall take effect immediately.

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ACKNOWLEDGMENTS

REBECCA KENNARD, Chief of Program Accountability in the Office of Internal Audit, was the Project Director and a major author of the report. MARTHA MUSSER, Associate in Educational Finance Research, contributed significantly to the report as an analyst and author. Special acknowledgment is given to a number of additional staff in the State Education Department for their efforts in preparing this report:

Office of Internal Audit:	Lorraine Illenberg, Andrea Kupferman, Gene Male, Jill DeMarco, and Kimberly Scott
Fiscal Services & Analysis Unit:	Willard Van Horne – Administrator, Richard Glasheen, Robert Lutringer, and Kathleen Keehan
Information Center on Education:	John Stiglmeier – Director, James Barnes, Peter Caruso, Ronald Danforth, Diane Hutchinson, Kenneth Margolis, and Margaret Norton
Division of Educational Testing:	Carolyn Byrne – Director and Kenneth Ormiston
Division of Electronic Data Processing:	Serge Patentreger, Lynn Humiston, Eric Huntington, Mark Jenkins, and Dawn Jewell
Bureau of Postsecondary Statistical Services:	James Brady – Chief, Mary Jane Crotty, Carole Hammond, and Sharon Lansburg
Office for Planning, Research & Support Services:	Kevin McCarthy
Office of School Improvement & Support:	Wendell Harris
Office of Elementary & Secondary Education:	William Adams and James Harrison

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NEW YORK: THE STATE OF LEARNING

A Report to the Governor and the Legislature
on the Educational Status of the State's Schools

January 1991 Edition

CONTENTS

		Page
Commissioner's Preface		i
List of Tables and Figures		vii
Classification of School Districts		xix
Executive Summary		xxi
I.	Enrollment Trends	1
II.	Participation Rates	21
III.	Student Performance	39
IV.	Attendance and High School Completion	149
V.	Resources	189
	Public School Finance	190
	Public School Teachers and Administrators	199
	Equipment and Materials	230
VI.	Postsecondary Education and Employment	239
Conclusion		265
Appendix: Data Resources		267

LIST OF TABLES AND FIGURES

*****

Unless noted in the text of the report, the source for all tables is the New York State Education Department.

*****

Page

Classification of School Districts

xx Figure A Distribution of Public School Community Types by Location, New York State, 1989-90

Chapter I: Enrollment Trends

5 Figure 1.1 Elementary and Secondary Public and Nonpublic School Enrollment (K-12), New York State, 1970-71 to 1995-96

6 Table 1.1 Elementary and Secondary Public and Nonpublic School Enrollment, New York State, 1970-71 to 1995-96

7 Table 1.2 Enrollment Trends In Public and Nonpublic Schools, New York State, Fall 1970 to Fall 1989

8 Table 1.3 Enrollment Trends By Racial/Ethnic Group, New York State, Fall 1970 to Fall 1989

9 Table 1.4 Public and Nonpublic School Enrollment by Level and Racial/Ethnic Group, New York State, Fall 1987 to Fall 1989

10 Table 1.5 Number and Percent of Public School Enrollment by Community Type, New York State, Fall 1989

11 Figure 1.2 Minority Enrollment of Public School Districts by Location of District, New York State, 1989-90

12 Table 1.6 Public School Enrollment Percentages by Racial/Ethnic Group and Community Type, New York State, Fall 1989

13 Figure 1.3 Percent of Black and Hispanic Students in Public Schools of Differing Racial Composition, New York State, Fall 1975 to Fall 1989

14 Table 1.7 Number of Schools and Number and Percent of Minority Students in Public Schools of Differing Racial/Ethnic Composition by Community Type and Racial/Ethnic Composition of School, New York State, 1989-90

15 Figure 1.4 Number of Public Schools in Each Poverty Status Category According to Minority Composition, New York State, 1989-90

16 Figure 1.5 Distribution of Public School Students by Poverty Status of School and Community Type, New York State, 1989-90

17 Table 1.8 Distribution of Nonpublic School Students by Poverty Status of School, New York State, 1989-90

18 Figure 1.6 Participation in the Free and Reduced Price Lunch Program by Public School District, New York State, Fall 1988

19 Table 1.9 Number and Percent of Public and Nonpublic School Students with Limited English Proficiency at or below 23rd Percentile by Community Type, New York State, 1987-88 to 1989-90

19 Table 1.10 Number and Percent of Public School Students with Limited English Proficiency (between 24th and 40th Percentile) by Community Type, New York State, 1989-90

Chapter II: Participation Rates

30 Table 2.1 Public School Students Enrolled in Special Education Programs as a Percent of Total Enrollment, New York State, 1975-76 to 1989-90

31 Table 2.2 Comparison of Enrollments in Ungraded Special Education Classes with Enrollment in Graded Classes by Racial/Ethnic Group, Location and Level, New York State, Fall 1975 to Fall 1989

32 Table 2.3 Comparison of Enrollment in Ungraded Special Education Classes with Enrollment in Graded Classes by Racial/Ethnic Group and Community Type and Level, New York State, Fall 1989

33 Table 2.4 Secondary Occupational Education Enrollment and Percent Change from Previous Year by Location, New York State, 1981-82 to 1989-90

34 Table 2.5 Enrollment in Occupational Education Programs by Program Area and Gender, New York State, 1987-88 through 1989-90

35 Table 2.6 Number and Percent of Public School Occupational Education Enrollment by Racial/Ethnic Group, New York State, 1985-86 to 1989-90

36 Table 2.7 Number of Public School Students Enrolled in Selected Compensatory Education Programs, New York State, 1987-88 to 1989-90.

37 Table 2.8 Enrollment in Public and Nonpublic School Prekindergarten Programs by Racial/Ethnic Group, New York State, 1975-76 to 1989-90

38 Table 2.9 Enrollment in Public and Nonpublic Prekindergarten Programs by Community Type and Racial/Ethnic Group, New York State, Fall 1989

Chapter III: Student Performance

63 Figure 3.1 Percent of Public and Nonpublic School Students Scoring Above the State Reference Points, Pupil Evaluation Program Tests, New York State, 1985-86 to 1989-90

64 Table 3.1A Percent of Students Scoring Above the State Reference Points, Grade 3 Pupil Evaluation Program Test in Reading, New York State, 1985-86 to 1989-90

65 Table 3.1B Percent of Students Scoring Above the State Reference Point, Grade 6 Pupil Evaluation Program Test in Reading, New York State, 1985-86 to 1989-90

66 Table 3.1C Percent of Students Scoring Above the State Reference Point, Grade 5 Pupil Evaluation Program Test in Writing, New York State, 1985-86 to 1989-90

67 Table 3.1D Percent of Students Scoring Above the State Reference Point, Grade 3 Pupil Evaluation Program Test in Mathematics, New York State, 1985-86 to 1989-90

68 Table 3.1E Percent of Students Scoring Above the State Reference Point, Grade 6 Pupil Evaluation Program Test in Mathematics, New York State, 1985-86 to 1989-90

69 Figure 3.2 Range of the Percent of Students Scoring Above the State Reference Point for the Grade 6 Pupil Evaluation Test in Reading, New York State, May 1990

70 Table 3.2 Number Tested and Percent of Students Scoring Above the State Reference Points on the Alternative Language Editions of the Grade 3 and 6 Pupil Evaluation Program Tests in Mathematics, New York State, May 1990

71 Table 3.3 Mean Score for the Program Evaluation Tests in Science and Social Studies, New York State, May 1990

72 Figure 3.3 Percent of Students Passing the January or June Administration of the Regents Competency Tests, New York State, 1986 to 1990

73 Table 3.4A Number of Papers Written and Percent Passing the January Administration of the Regents Competency Test in Reading, New York State, January 1986 to January 1990

74 Table 3.4B Number of Papers Written and Percent Passing the January Administration of the Regents Competency Test in Writing, New York State, January 1986 to January 1990

75 Table 3.4C Number of Papers Written and Percent Passing the June Administration of the Regents Competency Test in Mathematics, New York State, June 1986 to June 1990

76 Table 3.4D Number of Papers Written and Percent of Students Passing the June Administration of the Regents Competency Test in Science, New York State, June 1988 through June 1990

77 Table 3.4E Number of Papers Written and Percent of Students Passing the June Administration of the Regents Competency Tests in U.S. History and Government and Global Studies, New York State, June 1989 to June 1990

78 Table 3.5 Number Tested and Percent of Students Passing the Native Language Writing Test, New York State, June 1990

79 Table 3.6 Number Tested and the Percent of Students Passing the Alternative Language Editions of the Regents Competency Tests in Mathematics, Science, Global Studies, and U.S. History and Government, New York State, June 1990

80 Table 3.7 Total Number of Secondary Schools and Percent that Offer Regents Examinations, New York State, 1987-88 to 1989-90

81 Table 3.8 Percent of Average Enrollment in Public and Nonpublic Schools Passing June Regents Examinations, New York State, 1978, 1983, and 1988 through 1990

82 Figure 3.4A Participation Rate and Performance on the Regents Comprehensive Examination in English, New York State, 1990

83 Figure 3.4B Participation Rate and Performance on the Regents Comprehensive Examination in French, New York State, 1990

84 Figure 3.4C Participation Rate and Performance on the Regents Comprehensive Examination in Spanish, New York State, 1990

85 Figure 3.4D Participation Rate and Performance on the Regents Comprehensive Examinations in Foreign Languages Other than French and Spanish, New York State, June 1990

86 Figure 3.4E Participation Rate and Performance on the Regents Comprehensive Examination in Mathematics I, New York State, 1990

87 Figure 3.4F Participation Rate and Performance on the Regents Comprehensive Examination in Mathematics II, New York State, 1990

88 Figure 3.4G Participation Rate and Performance on the Regents Comprehensive Examination in Mathematics III, New York State, 1990

89 Figure 3.4H Participation Rate and Performance on the Regents Examination in Biology, New York State, 1990

90 Figure 3.4I Participation Rate and Performance on the Regents Examination in Earth Science, New York State, 1990

91 Figure 3.4J Participation Rate and Performance on the Regents Examination in Chemistry, New York State, 1990

92 Figure 3.4K Participation Rate and Performance on the Regents Examination in Physics, New York State, 1990

93 Figure 3.4L Participation Rate and Performance on the Regents Examination in Global Studies, New York State, 1990

94 Figure 3.4M Participation Rate and Performance on the Regents Comprehensive Examination in U.S. History and Government, New York State, 1990

95 Figure 3.5A Range of the Percent of Students Passing the Regents Comprehensive Examination in English, New York State, June 1990

96 Figure 3.5B Range of the Percent of Students Passing the Regents Examination in Biology, New York State, June 1990

97 Table 3.9 Number Tested and Percent of Students Passing the Spanish Language Edition of the Regents Examination in Sequential Mathematics, Course I, New York State, June 1990

98 Table 3.10 Number of Students with Handicapping Conditions Tested and the Percent Passing the Pupil Evaluation Program Tests, New York State, 1986-87 to 1989-90

98 Table 3.11 Number of Students with Handicapping Conditions Tested and the Percent Passing Major Administrations of Regents Competency Tests, New York State, 1987 to 1990

99 Figure 3.6 Percent of Public and Nonpublic School Students Scoring Above the State Reference Points, Pupil Evaluation Program Tests by Minority Composition of School, New York State, May 1990

100 Table 3.12A Percent of Students Scoring Above the State Reference Point on the Grade 3 Pupil Evaluation Program Test in Reading by Minority Composition of School, New York State, May 1990

101 Table 3.12B Percent of Students Scoring Above the State Reference Point on the Grade 6 Pupil Evaluation Program Test in Reading by Minority Composition of School, New York State, May 1990

102 Table 3.12C Percent of Students Scoring Above the State Reference Point on the Grade 5 Pupil Evaluation Program Test in Writing by Minority Composition of School, New York State, May 1990

103 Table 3.12D Percent of Students Scoring Above the State Reference Point on the Grade 3 Pupil Evaluation Program Test in Mathematics by Minority Composition of School, New York State, May 1990

104 Table 3.12E Percent of Students Scoring Above the State Reference Point on the Grade 6 Pupil Evaluation Program Test in Mathematics by Minority Composition of School, New York State, May 1990

105 Figure 3.7 Range of the Percent of Students Scoring Above the State Reference Point (SRP) for the Grade 6 Pupil Evaluation Program Test in Reading by Minority Composition of School, New York State, May 1990

106 Figure 3.8 Percent of Public and Nonpublic School Students Passing the Regents Competency Tests by Minority Composition of School, New York State, May 1990

107 Table 3.13A Percent of Students Passing the Regents Competency Test in Reading by Minority Composition of School, New York State, January 1990

108 Table 3.13B Percent of Students Passing the Regents Competency Test in Writing by Minority Composition of School, New York State, January 1990

109 Table 3.13C Percent of Students Passing the Regents Competency Test in Mathematics by Minority Composition of School, New York State, June 1990

110 Table 3.13D Percent of Students Passing the Regents Competency Test in Science by Minority Composition of School, New York State, June 1990

111 Table 3.13E Percent of Students Passing the Regents Competency Test in U.S. History and Government by Minority Composition of School, New York State, June 1990

112 Table 3.13F Percent of Students Passing the Regents Competency Test in Global Studies by Minority Composition of School, New York State, June 1990

113 Table 3.14A Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Comprehensive Examination in English by Minority Composition of School, New York State, June 1990

114 Table 3.14B Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Comprehensive Examination in French by Minority Composition of School, New York State, June 1990

115 Table 3.14C Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Comprehensive Examination in Spanish by Minority Composition of School, New York State, June 1990

116 Table 3.14D Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Comprehensive Examination in Sequential Mathematics, Course I by Minority Composition of School, New York State, June 1990

117 Table 3.14E Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Comprehensive Examination in Sequential Mathematics, Course II by Minority Composition of School, New York State, June 1990

118 Table 3.14F Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Comprehensive Examination in Sequential mathematics, Course III by Minority Composition of School, New York State, June 1990

119 Table 3.14G Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Comprehensive Examination in Biology by Minority Composition of School, New York State, June 1990

120 Table 3.14H Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Examination in Chemistry by Minority Composition of School, New York State, June 1990

121 Table 3.14I Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Comprehensive Examination in Earth Science by Minority Composition of School, New York State, June 1990

122 Table 3.14J Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Comprehensive Examination in Physics by Minority Composition of School, New York State, June 1990

123 Table 3.14K Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Regents Comprehensive Examination in Global Studies by Minority Composition of School, New York State, June 1990

124 Table 3.14L Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in the Comprehensive Examination in U.S. History and Government by Minority Composition of School, New York State, June 1990

125 Figure 3.9A Range of the Percent of Students Passing the Regents Comprehensive Examination in English by Minority Composition of School, New York State, June 1990

126	Figure 3.9B	Range of the Percent of Students Passing the Regents Examination in Biology by Minority Composition of School, New York State, June 1990
127	Table 3.15A	Average Pupil Participation Rate for Regents Science Examinations in Secondary Schools by Minority Composition of School, New York State, June 1990
128	Table 3.15B	Average Pupil Participation Rate for Regents Mathematics Examinations in Secondary Schools by Minority Composition of School, New York State, June 1990
129	Table 3.16	Percent of Students Scoring Above the State Reference Points on the Pupil Evaluation Program Tests by Gender, New York State, 1990
130	Table 3.17A-C	Percent of the Average Enrollment Tested and Passing, Tested and Not Passing, and Not Participating in Regents Examinations by Gender, New York State, June 1990
133	Figure 3.10	Percent of High School Graduates Receiving Regents Diplomas, New York State, 1987-88 to 1989-90
134	Figure 3.11	Percent of Public School Graduates Receiving Regents Diplomas by Location of School District, New York State, 1989-90
135	Table 3.18	Total Number of Secondary Schools and Percent Awarding Regents Diplomas, New York State, 1987-88 to 1989-90
136	Table 3.19	Percent of High School Seniors Receiving Local Diplomas, Regents Diplomas, IEP Diplomas, and Certificates by Racial/Ethnic Group, New York State, June 1990
138	Table 3.20	Percent of High School Seniors Receiving Regents Diplomas, Local Diplomas, IEP Diplomas, and Certificates by Gender, New York State, June 1990
139	Figure 3.12A	New York Empire State Scholarship Winners by Racial/Ethnic Group, New York State, June 1990
140	Figure 3.12B	New York State Regents College Scholarship Winners by Racial/Ethnic Group, New York State, June 1990
141	Figure 3.12C	New York State Regents Nursing Scholarship Winners by Racial/Ethnic Group, New York State, June 1990
142	Figure 3.13	New York State Scholarship Winners by Gender, 1990
143	Table 3.21	Comparison of New York State and National Averages on College Board Achievement Tests, College-Bound Seniors, 1990
144	Table 3.22	SAT Scores for Public and Nonpublic High School Students by Gender, New York State, 1978, 1983, 1988 through 1990
145	Figure 3.14	Percent of SAT Takers by Type of High School, New York State, 1990
145	Figure 3.15	Mean Score of SAT Takers by Type of High School, New York State, 1990

146 Figure 3.16 Distribution of Public and Nonpublic High School Seniors and SAT Takers by Racial/Ethnic Group, New York State, 1989-90

147 Table 3.23 SAT Scores for Public and Nonpublic High School Students by Racial/Ethnic Group, New York State, 1989-90

Chapter IV: Attendance and High School Completion

166 Figure 4.1 U.S. Youth Enrolled in High School, Percent of Age Group Enrolled, 1986

166 Figure 4.2 Youth Nationwide Not Receiving a Diploma and Not In School, Percent of Age-Race/Ethnic Group, 1986

167 Figure 4.3 Public High Schools in Each Poverty Status Category According to Minority Composition Category Showing Poverty Status, 1988-89

168 Figure 4.4 Public School Annual Attendance Rates, New York State, 1975-76 to 1988-89

169 Table 4.1 Public School Annual Attendance Rates by Community Type, New York State, 1985-86 to 1988-89

170 Table 4.2A Public School Average Annual Attendance Rates by Community Type and Minority Composition of School, New York State, 1986-87 to 1988-89

171 Table 4.2B Distribution of Public High School Annual Attendance Rates by Minority Composition of School and Community Type, New York State, 1988-89

172 Table 4.3 Distribution of Public School Student Stability Rate by Community Type and Minority Composition of School, New York State, 1989-90

173 Figure 4.5A Public School Annual Dropout Rates, New York State 1970-71 to 1988-89

174 Figure 4.5B Public School Dropouts, New York State, 1970-71 to 1988-89

175 Figure 4.5C Public School Annual Dropout Rates by School District, New York State, 1988-89

176 Figure 4.6A Nonpublic School Annual Dropout Rates, New York State, 1975-76 to 1988-89

177 Figure 4.6B Nonpublic School Dropouts, New York State, 1975-76 to 1988-89

178 Table 4.4 Public Dropouts and Annual Dropout Rate by Community Type, New York State, 1986-87 to 1988-89

179 Table 4.5 Public High School Dropout Rates by Community Type, Minority Composition and Poverty Condition of School, New York State, 1988-89

181 Table 4.6A Distribution of Public High School Annual Dropout Rates by Minority Composition of School and Community Type, New York State, 1986-87 to 1988-89

182 Table 4.6B Distribution of Public High School Annual Dropout Rates by Minority Composition of School, New York State, 1988-89

183 Table 4.7A Public High School Dropout Rates by Poverty Status of School and Community Type, New York State, 1986-87 to 1988-89

184 Table 4.7B Distribution of Public High School Annual Dropout Rates by Poverty Condition of School and Community Type, New York State, 1988-89

185 Table 4.8 Persons 25 Years of Age and Older With Less Than Four Years of High School, New York State, 1980 to 1989

186 Figure 4.7 Graduation Rate in Public and Nonpublic Schools, New York State, 1970-71 to 1989-90

187 Table 4.9 Alternative Public High School Equivalency Program Participation and Participation Rate by Community Type, New York State, 1986-87 to 1988-89

188 Table 4.10 High School Equivalency Diplomas Awarded by Age and Race/Ethnicity, New York State, September 1989 to August 1990

Chapter V: Resources – Public School Finance

194 Table 5.1 Total Expenditures and Revenues, Elementary and Secondary Education, New York State, 1984-85 to 1988-89

195 Figure 5.1 Percent of Total Revenues by Source, Elementary and Secondary Education, New York State, 1984-85 to 1988-89

196 Table 5.2 State Aid Revenues Per Pupil and Expenditures Per Pupil, Public and Elementary and Secondary Schools, New York State, 1984-85 to 1988-89

197 Table 5.3 Public School Expenditures Per Pupil and Percent of Expenditures by Function, New York State, 1984-85 to 1988-89

198 Table 5.4 Public School Expenditures Per Pupil for Districts at the 10th, 50th and 90th Percentiles of Expense by District Type, 1984-85 and 1988-89

Chapter V: Resources – Public School Teachers and Administrators

207 Table 5.5 Professional Staff in Public Elementary and Secondary Schools, New York State, 1970-71 to 1989-90

208 Table 5.6 Public School Average Class Size in Selected Courses, New York State, 1980-81 to 1989-90

209 Table 5.7 Percent Distribution of Public School Professional Staff by Racial/Ethnic Origin, New York State, 1970-71 to 1989-90

210 Table 5.8 Racial/Ethnic Composition of Public School Professional Staff and Students, New York State, 1989-90

211 Table 5.9 Certification Status and Gender of Public School Teachers by Professional Field, New York State, 1989-90

212 Table 5.10 Certification Status and Gender of Public School Nonteaching Professional Personnel by Professional Field, New York State, 1989-90

213 Table 5.11 Percent of Women Administrators in Selected Professional Fields in Public Schools, New York State, 1968-69 to 1989-90

214 Table 5.12 Percent of Women Principals, Assistant Principals and Classroom Teachers in Public Elementary and Secondary Schools, New York State, 1968-69 to 1989-90

215 Table 5.13 Median Salary of Public School Classroom Teachers by Degree Status and Educational Experience in Actual Dollars, New York State, 1979-80 to 1989-90

215 Table 5.14 Median Salary of Public School Classroom Teachers by Degree Status and Educational Experience in 1979 Dollars, New York State, 1979-80 to 1989-90

216 Table 5.15 Salary Percentiles of Public School Teachers by Professional Field, New York State, 1989-90

217 Table 5.16 Salary Percentiles for Public School Nonteaching Professional Personnel by Professional Field, New York State, 1989-90

218 Table 5.17 Total Years of Educational Experience Percentiles of Public School Classroom Teachers, New York State, 1989-90

219 Table 5.18 Total Years of Educational Experience Percentiles of Public School Nonteaching Professional Personnel by Professional Field, New York State, 1989-90

220 Table 5.19 Degree Status of Public School Classroom Teachers by Professional Field, New York State, 1989-90

221 Table 5.20 Degree Status of Public School Nonteaching Professional Personnel by Professional Field, New York State, 1989-90

222 Table 5.21 Public School Pupil Personnel Services Staff Per 1,000 Students by Community Type, New York State, 1989-90

223 Table 5.22 Public School Teacher Turnover Rate by Subject Area and Gender, New York State, Fall 1988 to Fall 1989

224 Table 5.23 Teacher and Administrator Certificates Issued by Gender, New York State, 1989-90

225 Table 5.24 Racial/Ethnic Distribution of Full-time Public School Professional Staff and Hires, New York State, Fall 1988

226 Table 5.25 Number of Institutions Offering Teacher Education Programs and Total Enrollment in Teacher Training by Sector and Regions, New York State, Fall 1989

227 Table 5.26 Total Full- and Part-time Enrollment in Teacher Education Programs by Student Level and Subject Area, New York State, Fall 1983 to Fall 1989

228 Table 5.27 Public School Pupil/Teacher Ratio, Teacher Turnover Rate, Average Salary, Certification /Licensure Status and Educational Experience, New York State, 1989-90

229 Table 5.28 Selected Teacher Characteristics by Minority Composition of School, New York State, 1989-90

Chapter V: Resources – Equipment and Materials

234 Figure 5.2 Ratio of Public and Nonpublic School Students to Microcomputer by Community Type, New York State, 1989-90

235 Figure 5.3 Ratio of Public School Students to Microcomputers by Location of School District, New York State, 1989-90

236 Figure 5.4 Number of Public and Nonpublic School Students Per Video Recorders/Players by Community Type, New York State, 1989-90

236 Figure 5.5 Number of Public and Nonpublic School Students Per Television Sets by Community Type, New York State, 1989-90

237 Figure 5.6 Percent of Public and Nonpublic Schools Having Public Television Reception by Community Type, New York State, 1989-90

237 Figure 5.7 Percent of Public and Nonpublic Schools Having Cable Television Reception by Community Type, New York State, 1989-90

238 Figure 5.8 Ratio of Library Books to Public and Nonpublic School Student, New York State, 1989-90

Chapter VI: Postsecondary Education and Employment

246 Table 6.1 Full-time Degree-credit Enrollment by Racial/Ethnic Group, Sector and Level, New York State, Fall 1989

247 Table 6.2 Part-time Degree-credit Enrollment by Racial/Ethnic Group, Sector and Level, New York State, Fall 1989

248 Table 6.3 Degree-credit Enrollment by Racial/Ethnic Group, Sector and Level, New York State, Fall 1989

249 Table 6.4 Enrollment of Students with Disabilities in Institutions of Higher Education by Sector and Type of Disability, New York State, Fall 1981 to Fall 1989

250 Table 6.5 Enrollment of Students with Disabilities by Institutional Classification and Type of Disability, New York State, Fall 1989

251 Table 6.6 Trends in College-going Rate, New York State, 1975 to 1989

252 Table 6.7 College-going Rate of Public High School Graduates by Community Type and Minority Composition of School, New York State, 1988-89

253	Table 6.8	Enrollment of First-time Freshmen in New York State Colleges and Universities by Racial/Ethnic Group and Gender, New York State, Fall 1982, 1984, 1986 and 1989
254	Table 6.9	Associate Degrees Conferred by New York State Colleges and Universities by Racial/Ethnic Group and Gender, New York State, 1980-81, 1984-85 and 1988-89
255	Table 6.10	Bachelor's Degrees Conferred by New York State Colleges and Universities by Racial/Ethnic Group and Gender, New York State, 1980-81, 1984-85 and 1988-89
256	Table 6.11	Master's Degrees Conferred by New York State Colleges and Universities by Racial/Ethnic Group and Gender, New York State, 1980-81, 1984-85 and 1988-89
257	Table 6.12	Doctoral Degrees Conferred by New York State Colleges and Universities by Racial/Ethnic Group and Gender, New York State, 1980-81, 1984-85 and 1988-89
258	Table 6.13	First-professional Degrees Conferred by New York State Colleges and Universities by Racial/Ethnic Group and Gender, New York State, 1980-81, 1984-85 and 1988-89
259	Table 6.14	U.S. Labor Force Participation Rates, 1988
259	Table 6.15	Civilian U.S. Population and Employment, 1988
260	Table 6.16	Nationwide Unemployment Rates of Youth, 1988
261	Table 6.17	Unemployment Rate of the Civilian Population by Age Group, Race/Ethnic Group and Gender, New York State, 1987, 1988 and 1989
262	Table 6.18	Nationwide Income by Gender, Age, and Race/Ethnicity, 1987
263	Table 6.19	United States Unemployment Rates by Educational Attainment, 1988
264	Table 6.20	Work Disability Among American Youth, 1988

CLASSIFICATION OF SCHOOL DISTRICTS

The January 1991 edition of this report uses the following categories to describe the diversity that exists among public school districts. The categories classify school districts by the type of community in which the district is primarily located, as follows:

1. New York City;
2. Large City Districts: Includes the cities of Buffalo, Rochester, Syracuse, and Yonkers·
3. Other City Districts: Includes the cities of Albany, Binghamton, Mount Vernon, New Rochelle, Niagara Falls, Schenectady, Troy, and Utica as well as all cities with populations under 50,000; and
4. Non-city Districts: Includes all central school districts.

Figure A on the next page displays the public school community types by location. Data for the State's nonpublic schools have generally been disaggregated by "New York City" and "Rest of State."

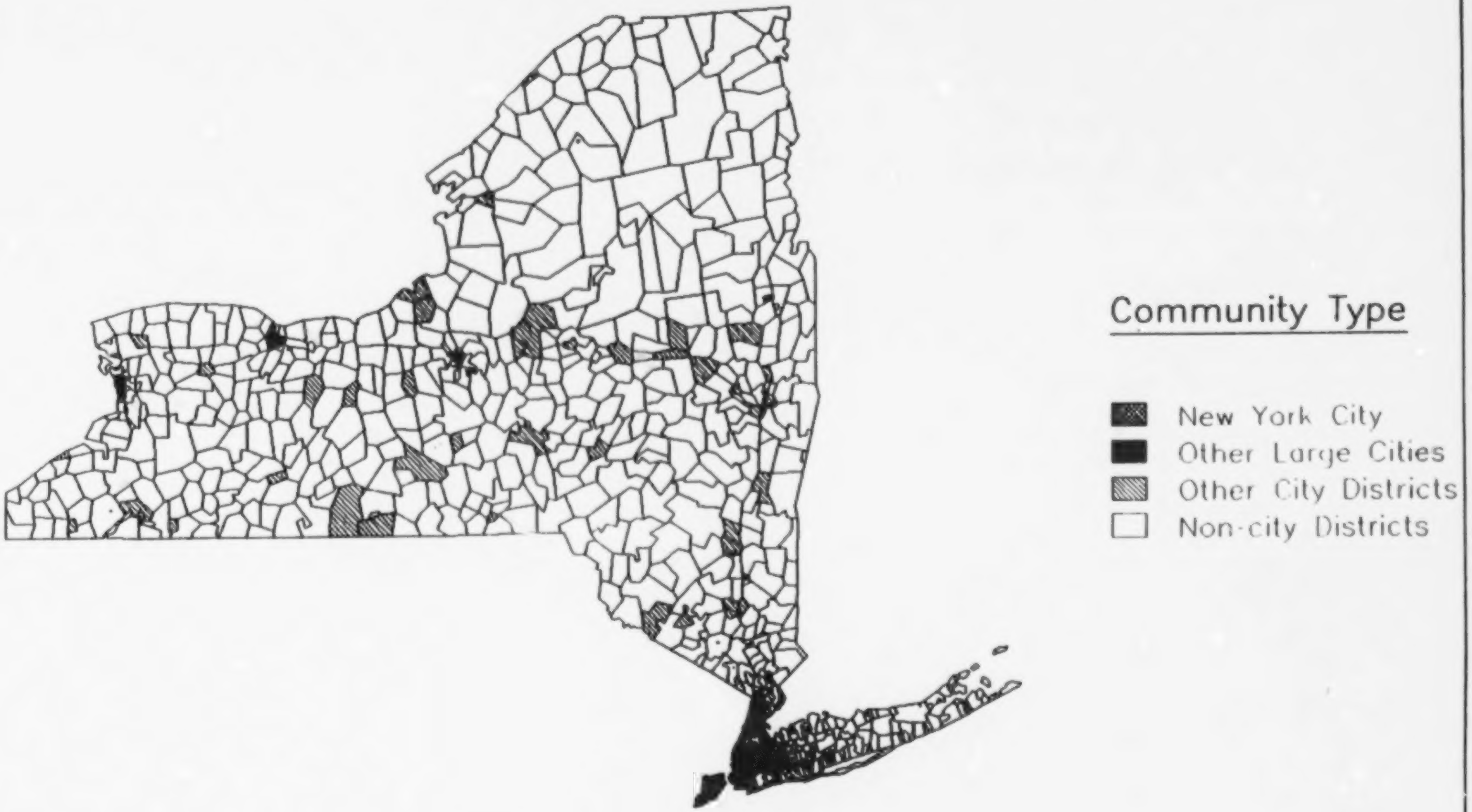
The classifications of school districts employed in this January 1991 edition differ somewhat from the seven community types used for the January 1990 report. The purpose of dividing schools into descriptive categories is to permit analysis of the data by discriminating among schools and community types to identify meaningful trends or patterns. The multiple classifications used last year were not always effective for this purpose. For example, the difference between "Medium-size Cities" and "Small-size Cities" was often insignificant. Also, depending on the specific data being presented, there were often too few schools or students in a given category to conduct valid analyses.

To assist any reader who wishes to compare this year's material to last year's, the following crosswalk may be helpful:

1991 Edition	1990 Edition
New York City	New York City
Large City Districts	Large-size Cities
Other City Districts	Medium-size Cities Small-size Cities
Non-city Districts	Large-size Central and Village Districts Medium-size Central Districts Small-size Central Districts

FIGURE A

DISTRIBUTION OF PUBLIC SCHOOL COMMUNITY TYPES BY LOCATION
NEW YORK STATE
1989-90


Community Type
▨ New York City
■ Other Large Cities
▨ Other City Districts
☐ Non-city Districts

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NEW YORK: THE STATE OF LEARNING

A Report to the Governor and the Legislature on the Educational Status of the State's Schools

EXECUTIVE SUMMARY

Introduction

Section 215 of Education Law, as amended by Chapter 655 of the Laws of 1987, requires the Board of Regents and the State Education Department to submit a report on the educational status of the schools in the State annually to the Governor and the Legislature. The report is intended to assist them in assessing the effectiveness of State-supported educational programs.

By law, the report must address "enrollment trends; indicators of student achievement in reading, writing, mathematics, science and vocational courses; graduation, college attendance and employment rates; . . . [and] information concerning teacher and administrator preparation, turnover, in-service education and performance." The law further requires that all such information shall be displayed – to the extent practicable – on both a statewide and individual district basis and by racial/ethnic group and gender.

This, the third annual report, presents a statistical portrait of the elementary and secondary education system for the 1989-90 academic year. The report is organized into two volumes. This volume, *Statewide Profile of the Educational System*, displays information about public and nonpublic schools for the State as a whole and for four community types: New York City, Large City Districts, Other City Districts, and Non-city Districts. The second volume, *Statistical Profiles of Public School Districts*, displays comparable data for individual districts.

The data highlighted in the publication were selected in accordance with the specific mandates of Section 215-a of Education Law. Of course, other data regarding student performance, instructional programs, and resources would need to be considered in order to develop a fully comprehensive profile of the State's schools. However, these two volumes provide sufficient information to distinguish important patterns of participation and achievement. The major findings of the report follow:

Enrollment Trends

During the 1989-90 school year, approximately 3.0 million students attended the State's public and nonpublic schools. Over 2.5 million (nearly 84 percent) were public school students; the remaining 16.1 percent were enrolled in religious and nonsectarian nonpublic schools.

Total public and nonpublic school enrollment has declined steadily over the last twenty years, although this trend is expected to reverse beginning in 1990-91. By the mid-1990s, the number of public school students will be greater than it was at any time during the 1980s. In contrast, enrollment in the State's nonpublic schools is expected to continue declining through the mid-1990s.

Mirroring the overall population in the State, minority children and poor children comprise an increasing percentage of the total public school enrollment, particularly in the schools of the State's Big 5 cities of New York, Buffalo, Rochester, Syracuse, and Yonkers. These school districts enroll approximately 82 percent of all minority students in the State. Students with limited English proficiency are also primarily concentrated in the Big 5 city districts. In New York City, almost half of public school students attended schools where poor children comprised at least 40 percent of the enrollment; in the Other Big 5 city districts, 69 percent of the students attended such schools. This urban concentration of poor and minority children has created highly segregated schools and schools with limited fiscal resources.

Participation Rates

The changing composition of the State's school system brings into sharp focus issues of educational equity. It is essential for any assessment of school effectiveness to examine the success of schools in providing all students – regardless of race, ethnicity, gender, or handicapping condition – not only the opportunity to participate in the widest range of high-quality educational programs, but also the support and resources needed to succeed in these programs.

Passing Regents examinations is one indicator of success in a rigorous course of study. Therefore, the degree to which all secondary students have access to and take Regents examinations is an important issue of educational equity. An analysis of the rates at which students from schools of varying minority composition participate in Regents examinations shows a discouraging pattern: as the percentage of minorities enrolled in a school increases, the percentage of students participating in all Regents examinations decreases. The data also show that, generally, higher percentages of students in nonpublic schools than public schools take Regents examinations.

Since the mid-1970s, there has been a significant increase in enrollment in special education programs operated by public school districts. Last year, almost 267,000 students, or 10.5 percent of all students statewide, were enrolled in special education, compared to 6.3 percent in 1975-76. These increases are largely attributable to Federal and State legislative initiatives, court decisions, and changes in State Education Department policy.

The mandates to provide children with handicapping conditions the program services that best meet their unique needs and to provide these services in the least restrictive way have caused schools throughout New York State to develop a continuum of special education programs in regular and self-contained classrooms. Evidence cited in this report shows an overrepresentation of minority students in self-contained special education classrooms. This overrepresentation is more pronounced at the secondary level and affects Black students most.

Statewide enrollments in occupational education declined throughout the 1980s, from almost 334,000 in 1981-82 to approximately 305,500 in 1989-90. Almost all the decrease is due to smaller enrollments in occupational education programs operated by public school districts outside the Big 5 cities. Despite this overall decline, there has been a steady increase in the percentages of minority students and students with handicapping conditions enrolled in these programs. Male students continue to dominate occupational education programs in the trade and technical fields and agriculture, while females are concentrated in business, health, and home economics programs.

There has been significant expansion of enrollment in prekindergarten programs operated by public and nonpublic schools. Since the mid-1970s, the number of young children participating in these programs increased almost threefold. In 1989-90, one-third of the children enrolled in these programs were from minority backgrounds.

Language minority students come from diverse ancestries and linguistic backgrounds. Some language minority students understand and speak little or no English, while others may be proficient in English. Students who possess varying degrees of speaking, reading, and writing abilities in English as well as their home language are considered bilingual. A language minority student who understands and speaks little or no English, or scores below the statewide reference point on a standardized test of English, is classified as limited-English-proficient (LEP). Commissioner's Regulations require districts claiming State LEP aid to identify and provide appropriate instructional services to language-minority students scoring at or below the 23rd percentile on an English language assessment instrument approved by the Commissioner. Recent amendments to the Commissioner's Regulations allowed districts in 1989-90 to choose to provide services to LEP students scoring between the 24th and 40th percentile. In 1989-90, approximately 158,000 public and nonpublic school students were identified as limited-English-proficient (124,300 at or below the 23rd percentile and 33,700 between the 24th and the 40th percentile). Education Department figures show that these students, too, tend to be overrepresented in special education classes and underrepresented in occupational education programs.

Student Performance

In New York State, the primary measures of student performance across districts in the elementary grades are the Pupil Evaluation Program (PEP) tests and the Program Evaluation Tests (PET). Information about student performance in secondary schools is provided by the Regents Competency Tests (RCTs), Regents examinations, and several national programs.

Since 1985-86, public and nonpublic schools statewide have succeeded in increasing the percentages of their students scoring above the Statewide Reference Point (SRP) on all PEP tests. Performance, however, varied among public schools according to community type and between public and nonpublic schools. While the New York City schools accomplished the largest increase in the percentages of students scoring above the SRP, they still had the smallest percentages of students meeting this criterion. Overall, nonpublic school students performed as well or better than their public school peers on all five PEP tests.

The Regents Action Plan mandated the creation of tests to evaluate the effectiveness of instructional programs in elementary science and social studies as well as middle school social studies. The differences among school categories on these Program Evaluation Tests were relatively small.

The Commissioner's Regulations state that all pupils must demonstrate competency in reading, writing, mathematics, science, global studies, and U.S. history and government to earn a high school diploma. About half the pupils graduating from high school each year demonstrate competency in these areas by passing Regents examinations. The Regents Competency Tests (RCTs) were established as a mechanism for students not participating in Regents courses and examinations to demonstrate competency. The RCTs are also used to identify students in need of remediation. While the percentage of students passing the RCTs varies according to the subject matter, the pattern of performance differences among school categories is consistent. Students attending public schools in New York City have the lowest passing percentages. A higher percentage of nonpublic than public school students passes the tests, although students in Non-city Districts do at least as well as students in nonpublic schools.

For more than a century, Regents examinations have been an important component of high school education in New York State. Examinations are given in approximately 20 subjects, and more than a million examinations are taken by students annually. About 60 percent of pupils in grades 9 through 12 take at least one Regents examination in a typical school year. The examinations serve several purposes. They establish and maintain educational standards by defining important outcomes of instruction in the most commonly studied high school subjects. They help motivate student achievement and provide teachers with valid and reliable final examinations. Again, as with the PEP tests and the RCTs, New York City schools generally had the lowest percentage of average enrollment taking and passing Regents examinations.

Students who participate successfully in Regents courses and examinations are eligible to receive Regents diplomas. Between 1989 and 1990 the percentage of students receiving Regents diplomas increased from 35 percent to 37 percent. This slight increase followed a larger decline of 14 percentage points between 1988 and 1989. A survey of school principals suggested that this decrease related to more rigorous graduation requirements initiated with the Regents Action Plan.

In 1989-90, there were overall differences in performance among schools according to school category. On almost all measures, New York City and the Large City Districts had the lowest performance of all school categories. Performance also varied among schools of different racial/ethnic composition. Schools with high percentages of minority students performed less well than schools with lower percentages of minorities.

The performance of males and females also varied. Except for writing, there were few differences at the elementary level; but at the secondary level, a larger percentage of average female than average male enrollment passed all Regents examinations except for global studies and three science examinations. Females were awarded a larger portion of both Regents and local diplomas, but received substantially fewer Empire State scholarships.

New York State students were well represented in national programs of student achievement. While New York State accounted for 7.1 percent of all graduates nationwide, students in New York State took approximately 12 percent of the Advanced Placement examinations, comprised more than 10 percent of the students commended by the National Merit Scholarship Program, constituted 47.5 percent of the winners in the Westinghouse Science Talent Search, and scored 11 points higher than the national average on the combined College Board Achievement Tests.

Attendance and High School Completion

Dropping out of school – hardly a new phenomenon – continues to be a matter of grave concern for educators and the public. Given our increasingly complex and technological economy, young people who do not complete high school are at a severe disadvantage in making the transition from adolescence to adulthood.

School completion can be measured using several different methodologies: annual dropout rate, graduation rate, and cohort retention rate. Each approach has its advantages and disadvantages. The annual dropout rate is highly reliable, but represents only a snapshot for one point in time. The graduation rate provides a longitudinal statistic, but rarely includes students who complete high school through means other than the traditional program and does not account for student migration across school district boundaries. The cohort retention rate provides a reliable estimate of the magnitude of the dropout problem over time; but it is difficult to track students who leave school, and such studies are expensive.

For New York State, the annual dropout rate declined during the first half of the 1980s, but there has been no appreciable improvement since then. In 1988-89 (the most recent year for which data are available), over 41,000 young people left school without graduating. Similarly, the high school graduation rate improved in the first half of the decade and has changed very little since 1985-86. From a longer perspective, the annual dropout rate has shown only a 0.4 percent improvement since 1970-71, and the graduation rate is eight percentage points lower than it was in that year. Cohort retention statistics are not available for schools across the State. However, the student cohort study conducted by the New York City Board of Education in 1988 demonstrated that more than one-quarter of the students followed throughout high school were considered dropouts five years after entering the ninth grade.

In New York State, public schools with the largest concentrations of students from families receiving public assistance and minority students had the lowest annual attendance rates and the highest dropout rates. Because these poor and minority children are concentrated in urban classrooms, schools in the Big 5 cities had consistently higher dropout rates than other public schools.

Resources

Education may be the nation's largest enterprise in terms of the number of people involved (teachers, students, and others), the investment of time, and the fiscal resources required to operate it. In New York State alone, elementary and secondary education is a more than $18-billion industry; but the amount of resources available to individual districts varies significantly across the State. This discrepancy is important because a district's fiscal resources determine its ability to acquire the resources that most directly affect instructional quality – personnel, instructional materials, and equipment.

Public School Finance

Between 1984-85 and 1988-89 (the most recent year for which complete data are available), State aid increases totaling over $2.6 billion were enacted. During 1988-89, approximately $18.3 billion were expended to support public elementary and secondary education in New York State. Of the total revenues generated, $8.09 billion were from State sources, $9.74 billion from local revenues, and $568 million from Federal revenue sources.

Public School Teachers and Administrators

Classroom teachers and school administrators are the persons most responsible for establishing expectations for students and for transmitting to students the knowledge, skills, and aspirations needed for academic success. The interaction between students and teachers is the core of the learning experience.

New York State's teaching force has an average of 17 years' professional experience. Teachers are also highly credentialed; three-quarters of classroom teachers hold permanent certification, and more than two-thirds have a master's or a more advanced degree.

Classroom teaching continues to be a female-dominated profession; two-thirds of the State's teachers are women. However, males hold a significantly greater percentage of administrative leadership positions. Over 92 percent of all public school superintendents are males.

As with students, the percentage of minorities among the State's public school professional staff has been increasing and is concentrated in urban schools. However, the racial/ethnic distribution of teachers and other professional staff is not yet comparable to the racial/ethnic distribution of their students.

In general, schools with higher percentages of minority students have more teachers who lack certification in the subjects they teach; and such schools also experience high teacher turnover rates. In New York City, where the vast majority of high-minority schools are located, these schools employ teachers with the lowest median years of professional experience. Although New York City schools, as a group, employ the highest percentage of teachers with educational credentials beyond the master's degree, the schools with the largest minority enrollments have the lowest percentage of highly credentialed teachers.

Equipment and Materials

Although education and training comprise our nation's largest information industry, the delivery of instruction has remained relatively unchanged by the forces that have reshaped other parts of our economy engaged in the transfer of information. The education enterprise has remained extremely labor-intensive – partly because the teacher-student interaction is fundamentally labor-intensive, and partly because there has been little capital investment in education aside from buildings and desks.

New technologies make it possible to consider real improvements in the productivity of both teaching and learning. Technology has the potential to transform the classroom by allowing teachers to tailor instruction to students' individual needs and interests. Evidence from a recent survey shows that teachers experienced in teaching with computers believe that computers can reform the classroom. However, the survey also shows that few schools have even begun to tap the full potential of microcomputers to enrich instruction and to reform the way instruction is delivered.

Statewide, there are approximately 15.4 public school students for each microcomputer, ranging from a high of 21.3 students per microcomputer on average in New York City to a low of 13.0 students per microcomputer in the Other City districts. Similar discrepancies exist for other equipment, such as video recorders/players and televisions.

Postsecondary Education and Employment

Two major positive outcomes of elementary and secondary education are enrollment in postsecondary education and productive employment. Therefore, the quality of elementary and secondary education can, to some degree, be measured by the number of students who enroll in and complete postsecondary education programs and by the number of students who successfully compete in the job market.

Over 965,600 persons pursued some form of degree-credit postsecondary education during 1989-90 at colleges and universities in New York State. The State's college-going rate remains high: in 1989-90, almost eight out of ten high school graduates intended to pursue some form of postsecondary education. The college-going rate was higher for graduates of nonpublic schools, in general, than for graduates of public schools.

During 1989-90, the State's postsecondary institutions awarded over 169,000 degrees. Overall, the percentage of minorities receiving degrees has increased at all levels of postsecondary education since the late 1970s. In general, however, as the degree level becomes more advanced (from associate through doctoral degrees), the percentages of Blacks and Hispanics receiving degrees decrease.

National statistics show that the transition from adolescent dependence to economic self-sufficiency through employment is problematic and prolonged for many youth. Young people have higher unemployment rates and earn lower wages than older workers. Among young people, Whites have higher labor force participation rates and lower unemployment rates than their minority peers. Young people who do not complete high school compete at a greater disadvantage in the labor market; they tend to have higher unemployment rates, to earn less, and to work at jobs with poorer working conditions than high school graduates.

Conclusion

The information presented in this report shows that certain subgroups of our student population are disproportionately represented in the various measures of academic success and failure. Large, urban school districts continue to place below other public school districts in the State in almost all measures of academic performance. The patterns of inequality of educational outcomes and the breadth of these inequalities between minority and nonminority children have not changed since this report was first published in 1988.

CHAPTER I: ENROLLMENT TRENDS

During the 1989-90 school year, approximately 3.0 million students were enrolled in New York State's public and nonpublic schools. Approximately 2.5 million students attended classes in 3,958 public schools located in 720 local school districts. The remaining 483,975 students – 16.1 percent of all the State's school children – attended 2,221 nonpublic schools. The vast majority of these schools operated with religious affiliations; six out of ten nonpublic schools were Roman Catholic.

Total public and nonpublic school enrollment in New York State has declined steadily since 1970. Total public school enrollment has dropped almost 28 percent, from 3.5 million in 1970-71 to 2.5 million in 1988-89. A reversal of this two-decade trend is anticipated starting in 1990-91, when public school enrollments are expected to increase by approximately 15,000 students. This upward trend will continue through at least the first half of the decade. By 1995-96, total enrollment will have recovered to almost 2.8 million, largely because the State's elementary-school-aged population began to increase in 1986-87.

Nonpublic school enrollments have also declined during the 1970s and 1980s, but at a rate greater than that for the public schools. Between fall 1970 and fall 1989, nonpublic school enrollments decreased by 38.6 percent. Yet, unlike public school projections, nonpublic school enrollments are expected to continue the downward trend into the 1990s, to approximately 435,400 by 1995-96. Consequently, the nonpublic school share of the State's total school enrollment, which was 18.4 percent in 1970-71, will decline to a projected 13.7 percent in 1995-96 (Figure 1.1, Tables 1.1 and 1.2).

Mirroring the overall population in the State, minority children comprise an increasing percentage of the total public school enrollment. Between fall 1970 and fall 1989, the percentage of minority enrollments[1] in the public schools increased from slightly over 25 percent to over 39 percent. For nonpublic schools, minority enrollments during the same period more than doubled, from 12.8 percent in 1970-71 to 30.0 percent in 1989-90 (Table 1.3).

Data from the three most recent school years provide additional detail about enrollment trends for specific minority groups. As shown in Table 1.4, between fall 1987 and fall 1989 public school enrollments for Hispanic, Native American, and Asian students continued to increase, while Black student enrollment declined somewhat. The greatest enrollment increase for any racial/ethnic group occurred among Asians and Pacific

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[1] Includes Blacks, Hispanics and Other Minorities (American Indians, Alaskan Natives, Asians and Pacific Islanders).

Islanders. There were 9,694 more Asian and Pacific Islander students enrolled in the State's public schools during 1989-90 than in 1987-88, a 10.5 percent increase in this group's enrollment in just two years. Table 1.4 also shows that while the actual numbers of minority students in nonpublic schools decreased slightly between 1987-88 and 1989-90, the overall share of the nonpublic school students represented by minority groups increased somewhat.

The greatest increases in minority enrollment over the last two decades have occurred in New York City public and nonpublic schools and in the Large City Districts. Table 1.3 shows that in New York City public schools, minority enrollments have increased by almost 19 percentage points, from 61.7 percent to 80.6 percent of all enrollments. For New York City nonpublic schools, minority enrollment has increased by approximately 22 percentage points during this time, from 20.0 percent in 1970-71 to 42.0 percent in 1989-90. This increase is partially attributable to a gain of over 11 percentage points in Black student enrollment.

In the Large City Districts, minority enrollment has also increased dramatically since 1970-71. Table 1.3 demonstrates that in fall 1989 almost 60.0 percent of enrollments in these public schools were minority students, compared to 34.0 percent in 1970. The nonpublic schools in the Other Big 5 cities have also experienced an increase in minority student enrollments: from 10.0 percent in 1970 to 23.0 percent in 1989.

Table 1.5 illustrates the distribution of public school students throughout the State by community type. New York City enrolled over one-third (36.5 percent) of all students registered at public schools. Only the category of Non-city Districts contained a higher share of the total State public school enrollment (49.4 percent). However, Table 1.6, which examines the distribution of minority enrollments by these community types, shows that minority enrollments were concentrated primarily in New York City and the Large City Districts (80.6 percent in New York City and 59.8 percent in the Large City Districts). Minority enrollment in Non-city Districts represented just over 10 percent of these schools' student population (Figure 1.2).

The concentration of the State's minority student population in urban settings has created an environment of highly segregated schools. Figure 1.3 provides a breakdown of the racial composition of the State's public schools and the enrollment levels for Black and Hispanic students at these schools. Since 1970 approximately 60 percent of all the State's Black and Hispanic students have attended schools with extremely high concentrations of students from these racial/ethnic backgrounds (80 to 100 percent minority). Moreover, even though there are fewer school buildings statewide today than during the 1970s, the number of buildings with 80 to 100 percent minority enrollment has continuously increased. These buildings comprised 19.0 percent of all buildings in 1989-90.

Table 1.7 provides detailed information about the racial/ethnic composition of the State's public schools for the 1989-90 academic year.[2] Almost two-thirds (63.6 percent) of the State's minority students attended schools that were at least 80 percent minority. Most of these students attended public schools in New York City, since this district's schools accounted for 87.6 percent (659) of all schools in the State with enrollments of 80 percent or more minority students. In contrast, only 31 public schools in the Other Big 5 districts had a similar minority composition.

Schools with many minority students are more likely than other schools to have large percentages of students from families receiving public assistance. Public schools were divided into five categories according to their minority enrollments: 0 to 20 percent, 21 to 40 percent, 41 to 60 percent, 61 to 80 percent, and 81 to 100 percent. Each minority category was similarly subdivided into five poverty status categories, according to the estimated percentage of students from families receiving public assistance. Figure 1.4 illustrates the relationship between minority composition category and poverty status. While one-quarter of schools in the highest minority composition category had at least 61 percent of their students receiving public assistance, less than one percent of schools in the lowest minority composition category had this many students on public assistance. Examination of the other end of the poverty spectrum showed that 81 percent of schools in the lowest minority composition category had 20 percent or fewer children from families receiving public assistance. In contrast, only 18 percent of schools in the highest minority composition category had this small percentage of children receiving public assistance.

Poverty among public school children is also concentrated in the large cities, as shown in Figure 1.5. During 1989-90, 40 percent of New York City public school students attended schools where children from low-income families accounted for more than 40 percent of the enrollment. Nearly 69 percent of children in the Large City Districts and 16 percent of students in Other City Districts attended such schools. Only 10 percent of nonpublic school students statewide, and 14 percent in New York City, attended schools where children on public assistance comprised 40 percent or more of the enrollments (Table 1.8).

One indicator of student-poverty status and its relative concentration is the number of applications for the free and reduced price lunch program. Figure 1.6 shows the distribution of student participation in this program by public school district. Districts with the highest participation were generally urban, although there were several rural school districts in the North Country and Southern Tier that also had high levels of student participation in this program.[3]

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[2] For 1989-90 the term "minority enrollment" is defined as including American Indian, Alaskan Native, Asian and Pacific Islander students in addition to Black and Hispanic pupils.

The statewide distribution of students with limited English proficiency (LEP) is shown in Tables 1.9 and 1.10. In both public and nonpublic schools, such students were primarily concentrated in New York City. Public schools in the Large City Districts also enrolled a significant number of LEP students. In public schools during the 1989-90 academic year, 113,588 New York City students (12.4 percent of total enrollment) and 8,396 Large City Districts students (7.3 percent of enrollment) were identified as limited-English-proficient. Approximately three-quarters of these LEP students scored at or below the 23rd percentile on an English language assessment instrument; the remainder scored between the 24th and the 40th percentile. Almost all LEP students attending nonpublic schools who scored at or below the 23rd percentile lived in New York City.

The rates of limited English proficient students may, in fact, be higher than those shown in the tables. The 1980 census indicated that 17 percent of the State's school-age population did not speak English at home. In 1985, 43 percent of all those entering kindergarten in New York City public schools were identified as language minority students.[4]

Schools have been least successful in educating students who are minority, poor, and limited in English proficiency. The demographic trends strongly suggest that the number of these children in our cities will continue to increase, both in absolute numbers and as a percentage of the total student population.

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[3] The participation rates may not reflect total statewide need for free or reduced price lunches. Some school districts do not apply for program benefits. In fact, in 1988-89 (the most recent year for which reliable data are available at this time), 53 public school districts did not participate in the program. In other cases, not all students eligible to receive free or reduced price lunches have applied for benefits.

[4] Task Force on the New York State Dropout Problem, *Dropping Out of School in New York State: The Invisible People of Color*, (Albany: African American Institute of SUNY, 1987), p.7.

Figure 1.1

ELEMENTARY AND SECONDARY PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT (K-12)
NEW YORK STATE
1970-71 TO 1995-96

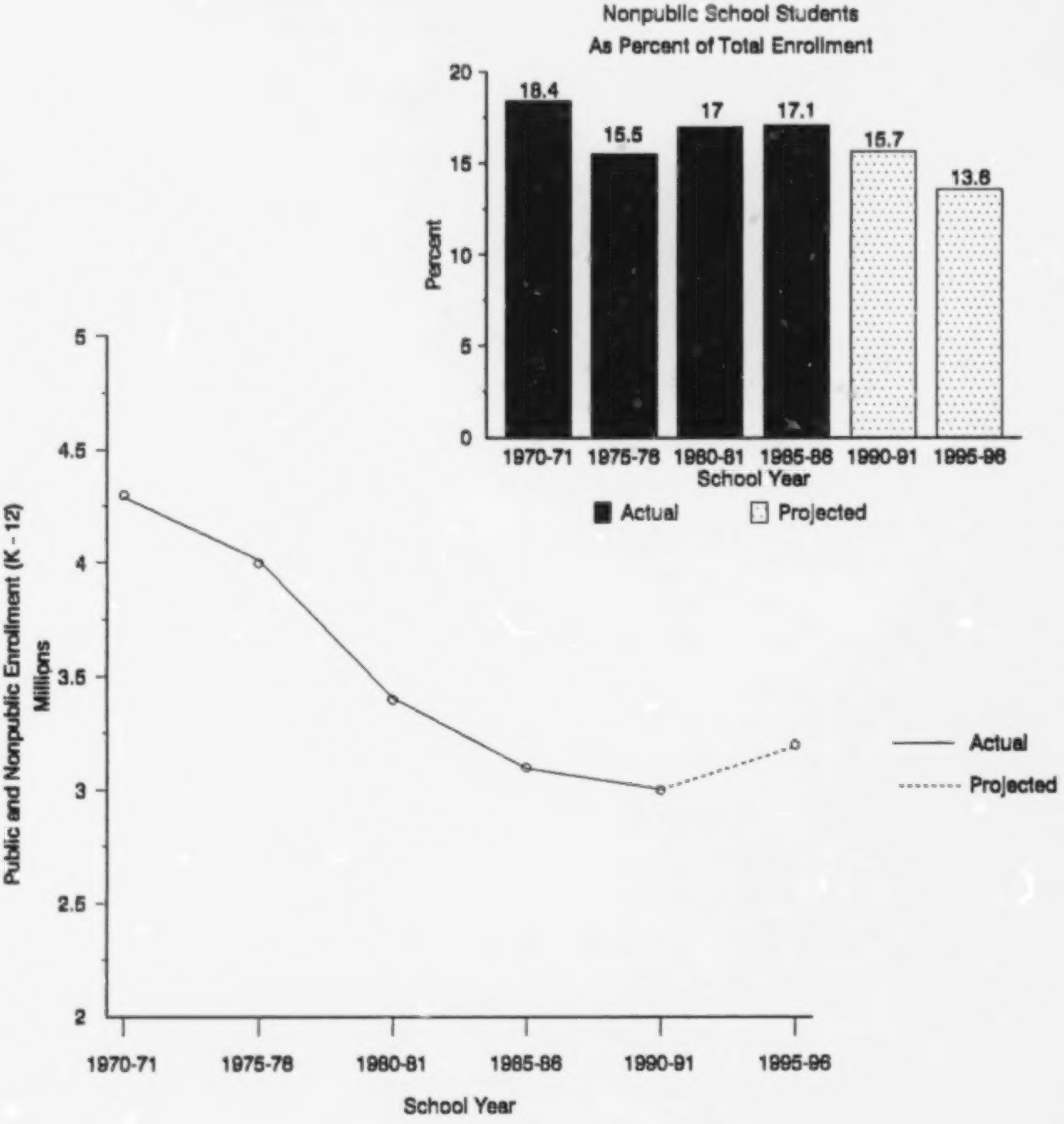


TABLE 1.1

ELEMENTARY AND SECONDARY PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT

NEW YORK STATE

1970-71 TO 1995-96

Year	Public			Nonpublic			Public/Nonpublic Combined			Nonpublic as a Percent of Total
	K-6	7-12	Total	K-6	7-12	Total	K-6	7-12	Total	
Actual										
1970-71	1,939,976	1,549,269	3,489,245	462,882	324,971	787,853	2,402,858	1,874,240	4,277,098	18.4%
1980-81	1,384,286	1,454,107	2,838,393	332,031	247,833	579,864	1,716,317	1,701,940	3,418,257	17.0
1985-86	1,311,762	1,272,508	2,584,270	309,064	223,060	532,124	1,620,826	1,495,568	3,116,394	17.1
1986-87	1,330,432	1,236,860	2,567,292	302,399	214,639	517,038	1,632,831	1,451,499	3,084,330	16.8
1987-88	1,350,577	1,200,032	2,550,609	297,578	206,099	503,677	1,648,155	1,406,131	3,054,286	16.5
1988-89	1,369,526	1,156,750	2,526,276	292,942	198,435	491,377	1,662,468	1,355,185	3,017,653	16.3
1989-90	1,390,351	1,125,597	2,515,948	288,900	195,075	483,975	1,679,251	1,320,672	2,999,923	16.1
Projected										
1990-91	1,414,841	1,116,884	2,531,725	282,551	188,119	470,670	1,697,392	1,305,003	3,002,395	15.7%
1991-92	1,436,169	1,125,866	2,562,035	278,502	184,224	462,726	1,714,671	1,310,090	3,024,761	15.3
1992-93	1,461,551	1,140,997	2,602,548	275,002	180,577	455,579	1,736,553	1,321,574	3,058,127	14.9
1993-94	1,490,875	1,158,948	2,649,823	271,793	177,839	449,632	1,762,668	1,336,787	3,099,455	14.5
1994-95	1,523,881	1,181,132	2,705,013	267,662	175,173	442,835	1,791,543	1,356,305	3,147,848	14.1
1995-96	1,558,614	1,200,939	2,759,553	263,294	172,150	435,444	1,821,908	1,373,089	3,194,997	13.6

TABLE 1.2
ENROLLMENT TRENDS IN PUBLIC AND NONPUBLIC SCHOOLS
NEW YORK STATE
FALL 1970 TO FALL 1989

Sector/Location	Fall 1970	Fall 1980	Fall 1985	Fall 1989
Public				
New York City	1,135,298	941,159	931,246	918,011
Other "Big 5" Cities*	174,611	124,736	116,216	114,768
Rest of State	2,179,336	1,772,498	1,536,808	1,483,169
Total State	3,489,245	2,838,393	2,584,270	2,515,948
Nonpublic				
New York City	411,219	312,913	289,845	271,424
Other "Big 5" Cities*	68,737	36,951	30,688	24,241
Rest of State	307,897	230,000	211,591	188,310
Total State	787,853	579,864	532,124	483,975
Public and Nonpublic				
New York City	1,546,517	1,254,072	1,221,091	1,189,435
Other "Big 5" Cities*	243,348	161,687	146,904	139,009
Rest of State	2,487,233	2,002,498	1,748,399	1,671,479
Total State	4,277,098	3,418,257	3,116,394	2,999,923

*Buffalo, Rochester, Syracuse, and Yonkers.

TABLE 1.3
ENROLLMENT TRENDS BY RACIAL/ETHNIC GROUP
NEW YORK STATE
FALL 1970 TO FALL 1989

Sector/Location	Public				Nonpublic				Public and Nonpublic			
	New York City	Other "Big 5" Cities	Rest of State	Total State	New York City	Other "Big 5" Cities	Rest of State	Total State	New York City	Other "Big 5" Cities	Rest of State	Total State
Fall 1970												
Black	34.5%	30.5%	4.4%	15.5%	7.9%	7.7%	1.8%	5.5%	27.4%	23.9%	4.1%	13.7%
Hispanic	25.7	2.9	0.9	9.1	11.4	2.0	1.3	6.7	21.9	2.6	0.9	8.6
American Indian/Alaskan Native	*	0.1	0.2	0.1	*	0.1	0.4	0.2	*	0.1	0.3	0.1
Asian and Pacific Islander	1.5	0.5	0.2	0.7	0.7	0.2	0.2	0.4	1.4	0.6	0.1	0.6
White	38.3	66.0	94.3	74.6	80.0	90.0	96.3	87.2	49.3	72.9	94.5	77.0
Fall 1980												
Black	38.6%	40.6%	5.9%	18.2%	15.9%	15.5%	5.0%	11.6%	32.9%	34.9%	5.8%	17.0%
Hispanic	30.4	7.3	2.0	11.6	16.0	3.5	1.7	9.5	26.8	6.4	2.0	11.2
American Indian/Alaskan Native	*	0.2	0.4	0.2	*	0.3	0.2	0.1	*	0.2	0.3	0.1
Asian and Pacific Islander	4.1	1.9	0.7	1.9	3.0	1.1	1.4	2.2	3.9	1.8	0.9	2.1
White	26.9	50.0	91.0	68.1	65.2	79.6	91.7	76.6	36.4	56.8	91.1	69.6
Fall 1985												
Black	38.1%	42.9%	6.3%	19.4%	18.5%	16.8%	6.2%	13.5%	33.3%	37.2%	6.3%	18.4%
Hispanic	33.6	9.7	2.5	14.0	16.7	5.0	3.0	10.9	29.4	8.6	2.6	13.5
American Indian/Alaskan Native	*	0.8	0.3	0.2	0.1	0.3	0.1	0.1	*	0.7	0.3	0.2
Asian and Pacific Islander	6.2	1.5	1.4	3.1	4.2	2.0	1.8	3.1	5.7	1.6	1.4	3.1
White	22.0	45.1	89.5	63.3	60.5	75.9	88.9	72.5	31.6	51.8	89.4	64.8
Fall 1989												
Black	38.3%	45.0%	6.6%	19.9%	19.3%	14.6%	7.7%	14.6%	34.0%	39.8%	6.7%	19.0%
Hispanic	34.6	12.2	3.2	15.1	18.3	5.1	3.6	11.9	30.9	11.0	3.3	14.6
American Indian/Alaskan Native	*	0.8	0.3	0.3	*	0.4	0.2	0.1	*	0.7	0.3	0.2
Asian and Pacific Islander	7.7	1.7	2.0	4.0	4.4	2.9	2.1	3.4	6.9	1.9	2.0	4.0
White	19.4	40.3	87.9	60.7	58.0	77.0	86.4	70.0	28.2	46.6	87.7	62.2

*Less than 0.1%.

TABLE 1.4

PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT BY LEVEL AND RACIAL/ETHNIC GROUP

NEW YORK STATE

FALL 1987 TO FALL 1989

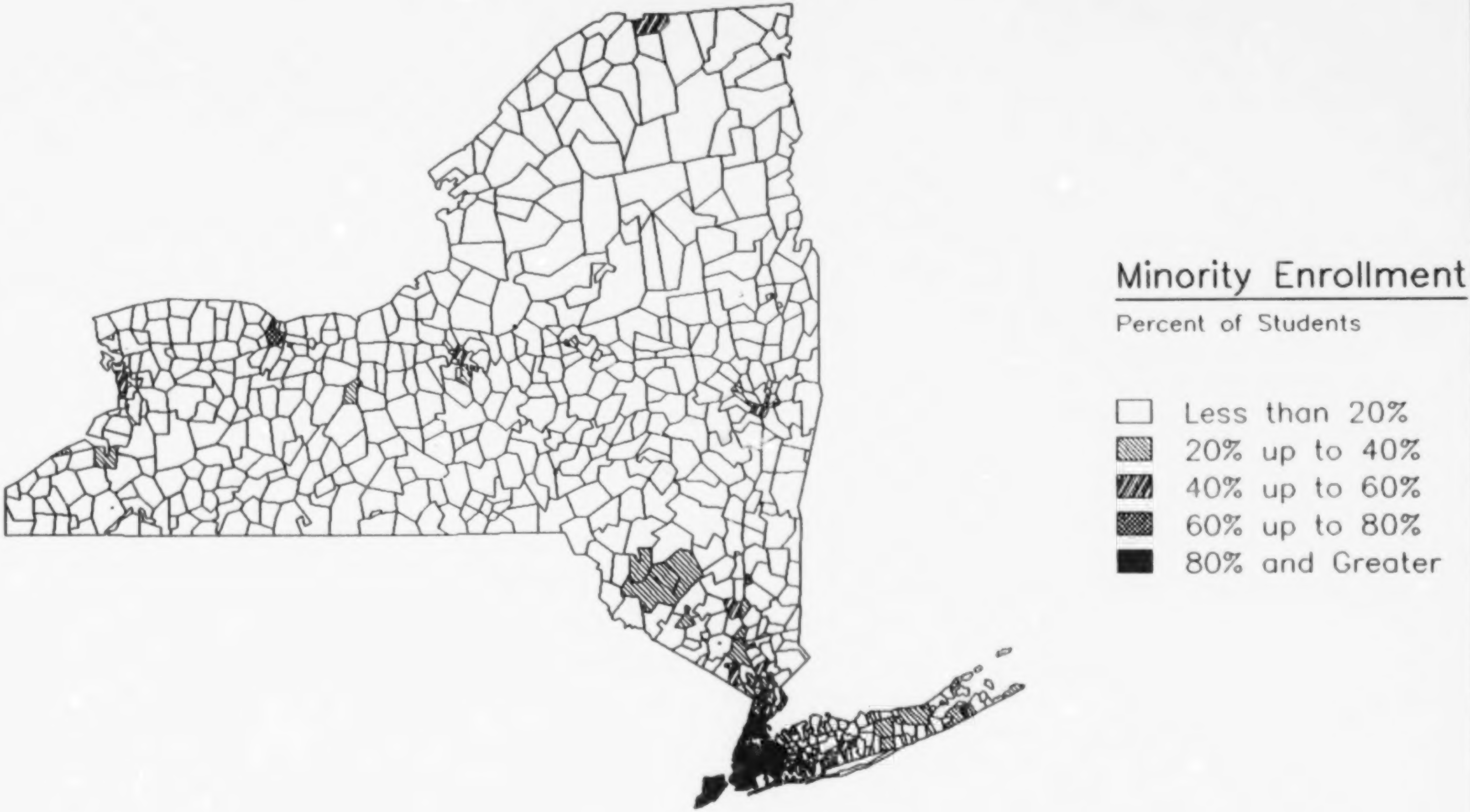
Year and Racial/Ethnic Group	Public			Nonpublic			Public/Nonpublic Combined		
	K-6	7-12	Total	K-6	7-12	Total	K-6	7-12	Total
FALL 1987									
Black	267,126	239,008	506,134	45,149	25,290	70,439	312,275	264,298	576,573
Hispanic	212,408	158,822	371,230	35,348	22,364	57,712	247,756	181,186	428,942
American Indian/Alaskan Native	3,141	3,010	6,151	459	275	734	3,600	3,285	6,885
Asian and Pacific Islander	47,774	44,341	92,115	10,151	6,554	16,705	57,925	50,895	108,820
White	820,128	754,851	1,574,979	206,471	151,616	358,087	1,026,599	906,467	1,933,066
Total	1,350,577	1,200,032	2,550,609	297,578	206,099	503,677	1,648,155	1,406,131	3,054,286
FALL 1988									
Black	269,188	233,467	502,655	44,910	24,858	69,768	314,098	258,325	572,423
Hispanic	215,259	159,592	374,851	34,900	22,823	57,723	250,159	182,415	432,574
American Indian/Alaskan Native	3,703	3,253	6,956	326	234	560	4,029	3,487	7,516
Asian and Pacific Islander	50,504	46,667	97,171	9,779	6,436	16,215	60,283	53,103	113,386
White	830,872	713,771	1,544,643	203,027	144,084	347,111	1,033,899	857,855	1,891,754
Total	1,369,526	1,156,750	2,526,276	292,942	198,435	491,377	1,662,468	1,355,185	3,017,653
FALL 1989									
Black	272,193	228,532	500,725	44,784	25,599	70,383	316,977	254,131	571,108
Hispanic	220,512	159,014	379,526	34,703	22,931	57,634	255,215	181,945	437,160
American Indian/Alaskan Native	3,430	2,748	6,178	374	255	629	3,804	3,003	6,807
Asian and Pacific Islander	53,513	48,296	101,809	9,822	6,740	16,562	63,335	55,036	118,371
White	840,703	687,007	1,527,710	199,217	139,550	338,767	1,039,920	826,557	1,866,477
Total	1,390,351	1,125,597	2,515,948	288,900	195,075	483,975	1,679,251	1,320,672	2,999,923

TABLE 1.5

NUMBER AND PERCENT OF PUBLIC SCHOOL ENROLLMENT BY COMMUNITY TYPE
NEW YORK STATE
FALL 1989

Community Type	Enrollment	
	Number	Percent
New York City	918,011	36.5%
Large City Districts	114,768	4.6
Other City Districts	239,319	9.5
Non-City Districts	1,243,850	49.4
Total State	2,515,948	100.0%

FIGURE 1.2
MINORITY ENROLLMENT* OF PUBLIC SCHOOL DISTRICTS
BY LOCATION OF DISTRICT
NEW YORK STATE
1989-90


Minority Enrollment
Percent of Students
☐ Less than 20%
▨ 20% up to 40%
▨ 40% up to 60%
▨ 60% up to 80%
■ 80% and Greater

*Includes Blacks, Hispanics and Other Minorities.

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TABLE 1.6

PUBLIC SCHOOL ENROLLMENT PERCENTAGES BY RACIAL/ETHNIC GROUP AND COMMUNITY TYPE

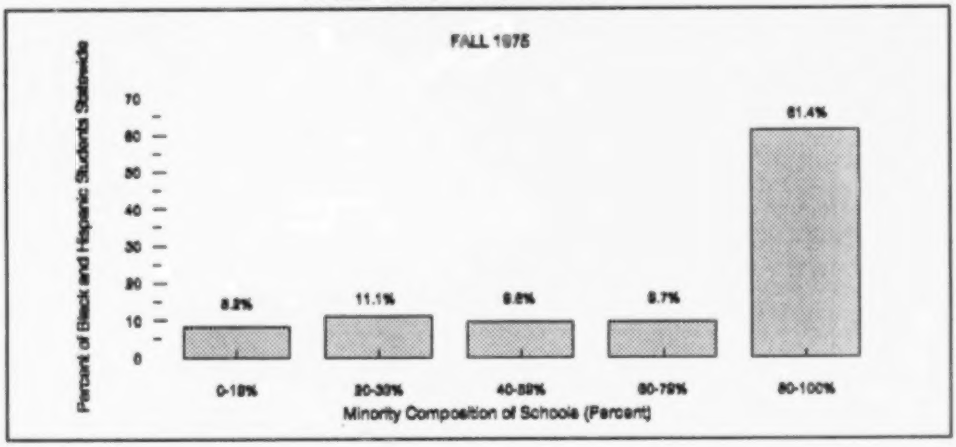
NEW YORK STATE

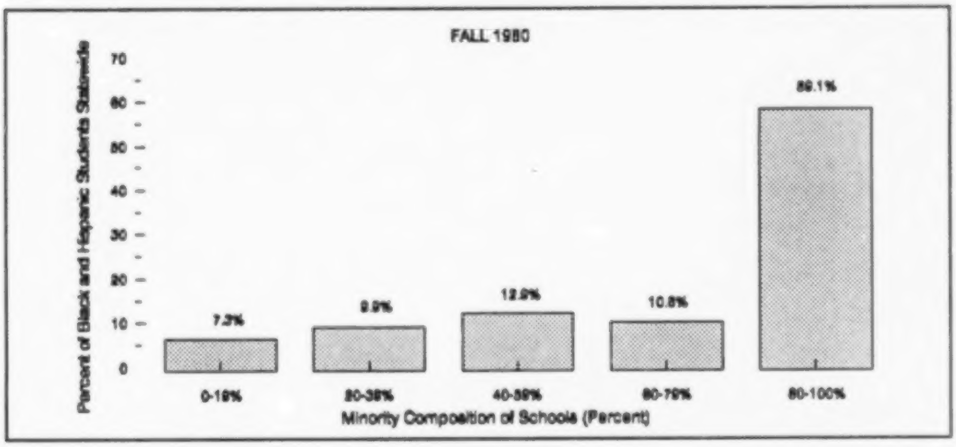
FALL 1989

Community Type	Black	Hispanic	American Indian/ Alaskan Native	Asian	White
New York City	38.3%	34.6%	*	7.7%	19.4%
Large City Districts	45.1	12.2	0.8%	1.7	40.2
Other City Districts	14.7	4.7	0.4	1.6	78.6
Non-City Districts	5.0	3.0	0.3	2.0	89.7
Total State	19.9%	15.1%	0.3%	4.0%	60.7%

*Less than 0.1%.

FIGURE 1.3
PERCENT OF BLACK AND HISPANIC STUDENTS IN PUBLIC SCHOOLS OF DIFFERING RACIAL COMPOSITION
NEW YORK STATE
FALL 1975 - FALL 1989





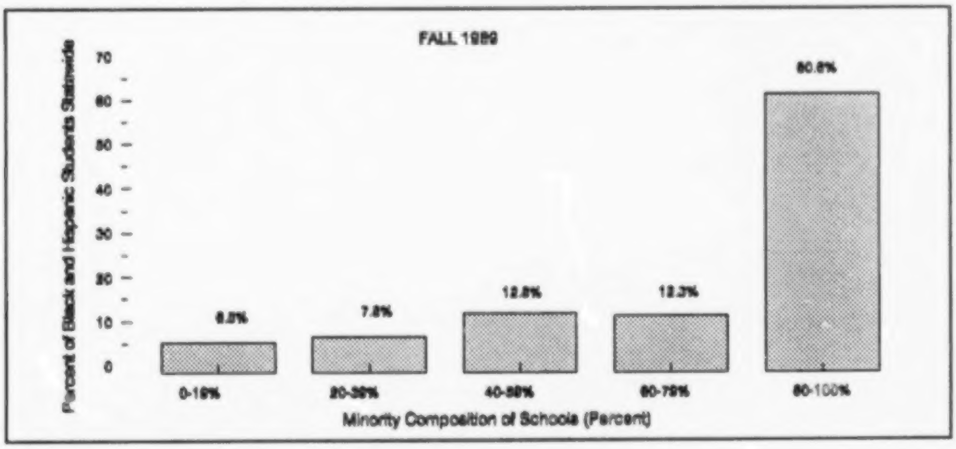


TABLE 1.7

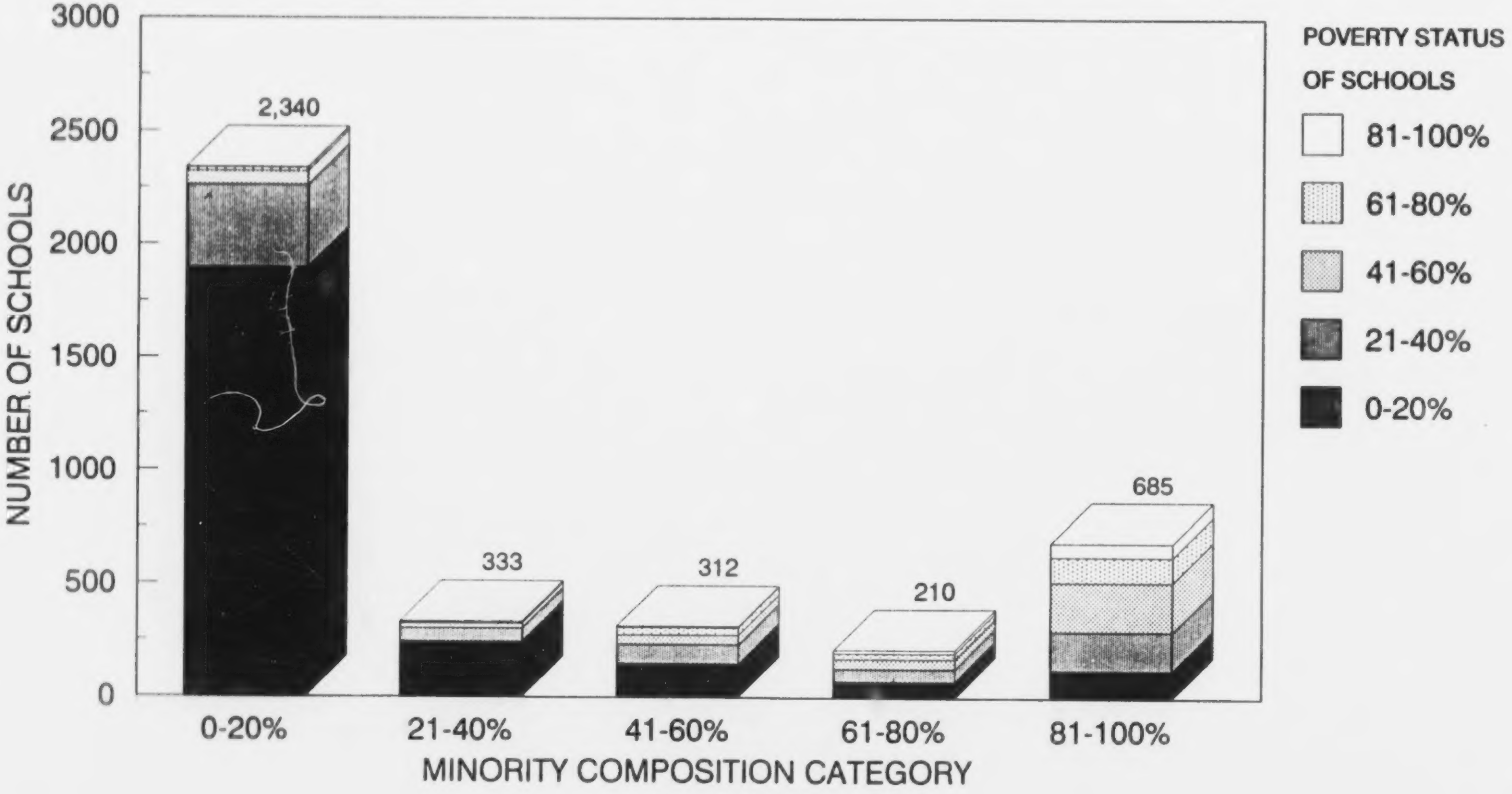
NUMBER OF SCHOOLS AND NUMBER AND PERCENT OF MINORITY STUDENTS* IN PUBLIC SCHOOLS OF DIFFERING RACIAL/ETHNIC COMPOSITION BY COMMUNITY TYPE AND RACIAL/ETHNIC COMPOSITION OF SCHOOL

NEW YORK STATE
1989-90

Community Type/ Racial/Ethnic Composition of Schools (Percent Minority)	Number of Schools	Number of Minority Students	Percent of Minority Students in Community Type
New York City			
0 - 19 percent	34	2,528	0.3%
20 - 39 percent	86	17,794	2.4
40 - 59 percent	119	59,469	8.0
60 - 79 percent	104	73,003	9.9
80 -100 percent	659	587,564	79.4
Large Cities			
0 - 19 percent	3	0	0.0%
20 - 39 percent	18	3,691	5.4
40 - 59 percent	70	21,705	31.7
60 - 79 percent	70	28,183	41.2
80 -100 percent	31	14,883	21.7
Other Cities			
0 - 19 percent	275	10,046	19.6%
20 - 39 percent	86	12,959	25.3
40 - 59 percent	57	15,112	29.5
60 - 79 percent	16	5,108	10.0
80 -100 percent	17	7,992	15.6
Non-City			
0 - 19 percent	2,002	54,677	42.7%
20 - 39 percent	162	22,781	17.8
40 - 59 percent	62	16,729	13.0
60 - 79 percent	43	15,824	12.3
80 -100 percent	45	18,188	14.2
Total			
0 - 19 percent	2,314	67,251	6.8%
20 - 39 percent	352	57,225	5.8
40 - 59 percent	308	113,015	11.4
60 - 79 percent	233	122,118	12.4
80 -100 percent	752	628,627	63.6

*Includes Black, Hispanic, American Indian, Alaskan Native, Asian and Pacific Islander students.

FIGURE 1.4. PUBLIC SCHOOLS IN EACH MINORITY COMPOSITION STATUS SHOWING POVERTY STATUS
1989-90



Note. Each bar represents the number of schools with a given minority composition; within each bar differential shading shows the breakdown of those schools according to the estimated percentage of children from families receiving public assistance.

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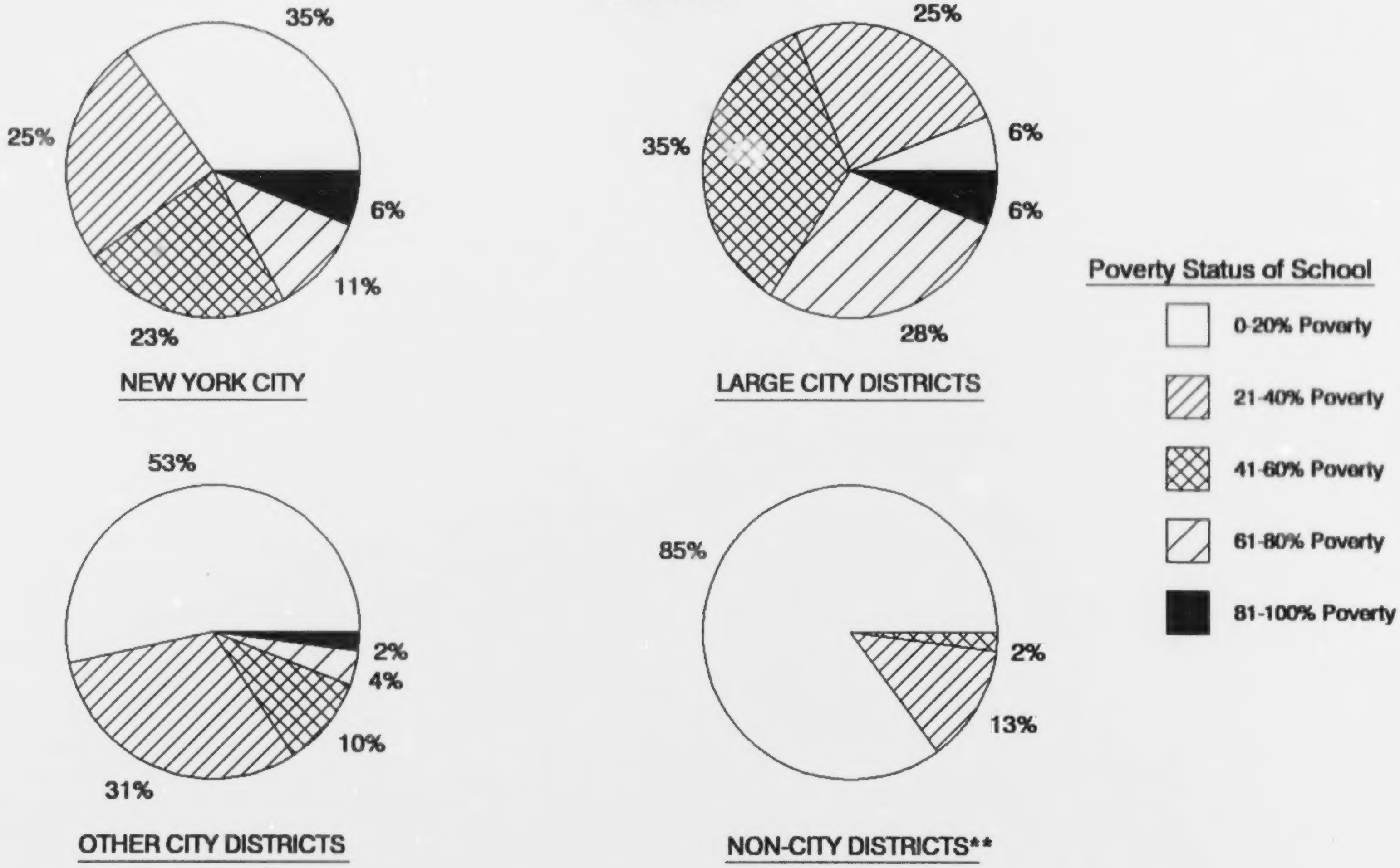
FIGURE 1.5

DISTRIBUTION OF PUBLIC SCHOOL STUDENTS BY POVERTY STATUS* OF SCHOOL AND COMMUNITY TYPE NEW YORK STATE 1989-90



NEW YORK CITY

LARGE CITY DISTRICTS

OTHER CITY DISTRICTS

NON-CITY DISTRICTS**

* Poverty Status is the percent of students who are members of families whose primary means of support is a public welfare program.

** Less than 0.5% of schools in this community type fall within the 61% to 80% poverty status.

TABLE 1.8

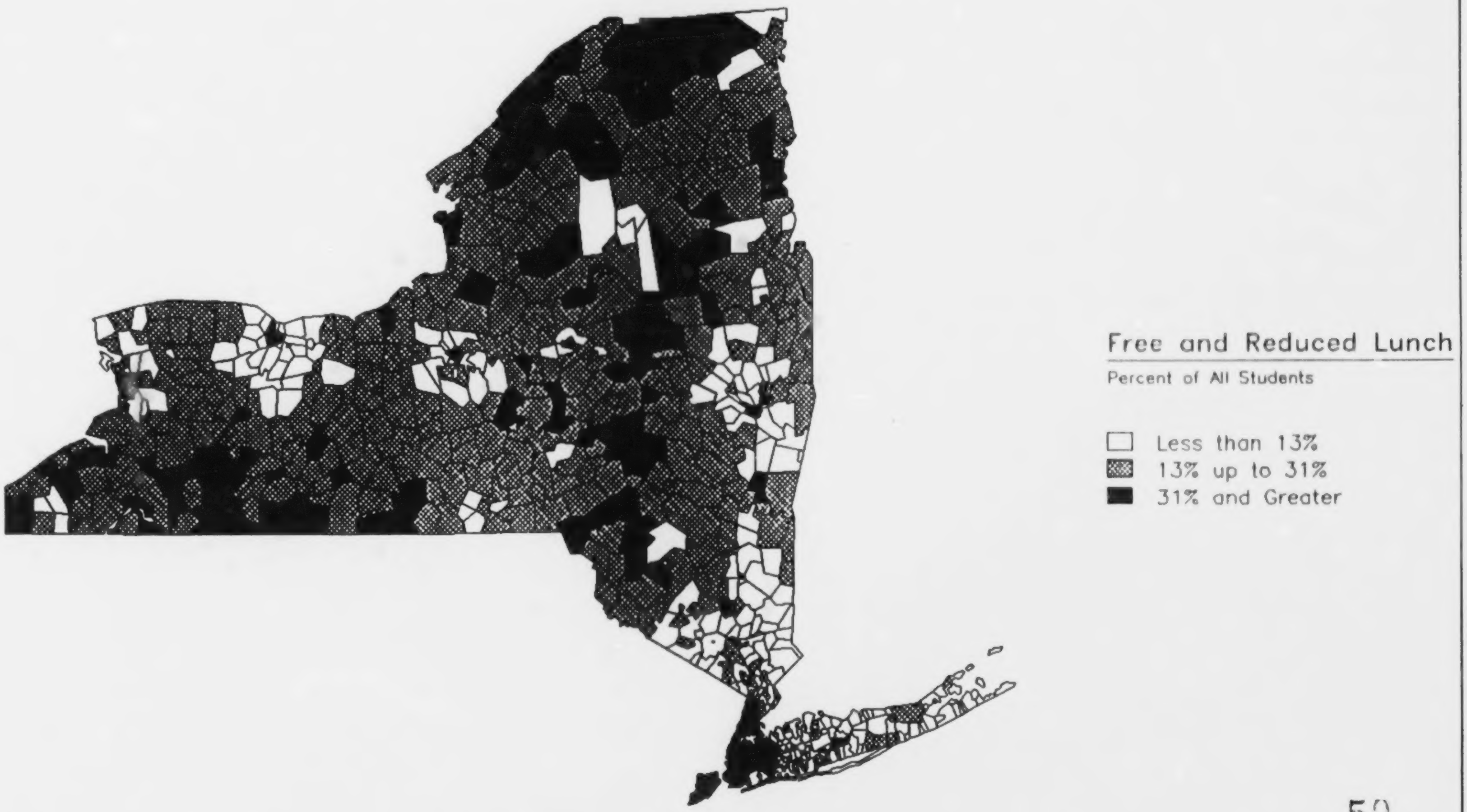
DISTRIBUTION OF NONPUBLIC SCHOOL STUDENTS BY POVERTY STATUS* OF SCHOOL

NEW YORK STATE
1989-90

Location/Poverty Status of School	Percent of Students
New York City	
0 - 20 Percent	78 %
21 - 40 Percent	8
41 - 60 Percent	4
61 - 80 Percent	6
81 -100 Percent	4
Total	100 %
Rest of State	
0 - 20 Percent	90 %
21 - 40 Percent	4
41 - 60 Percent	2
61 - 80 Percent	1
81 -100 Percent	3
Total	100 %
Total State	
0 - 20 Percent	84 %
21 - 40 Percent	6
41 - 60 Percent	3
61 - 80 Percent	4
81 -100 Percent	3
Total	100 %

***Poverty Status** = Percent of students who are members of families whose primary means of support is a public welfare program.

FIGURE 1.6
PARTICIPATION IN THE FREE AND REDUCED PRICE LUNCH PROGRAM
BY PUBLIC SCHOOL DISTRICT
NEW YORK STATE
FALL 1988*


Free and Reduced Lunch
Percent of All Students
☐ Less than 13%
▨ 13% up to 31%
■ 31% and Greater

*The most recent year for which reliable data are available.

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TABLE 1.9

NUMBER AND PERCENT OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH PROFICIENCY AT OR BELOW 23RD PERCENTILE* BY COMMUNITY TYPE

NEW YORK STATE
1987-88 TO 1989-90

Sector/Location	1987-88		1988-89		1989-90	
	Number	Percent	Number	Percent	Number	Percent
Public						
New York City	102,813	11.0%	105,840	11.4%	87,087	9.5%
Large City Districts	6,227	5.5	6,411	5.6	6,305	5.5
Other City Districts	3,253	1.4	3,843	1.6	3,102	1.3
Non-City Districts	12,973	1.0	13,713	1.1	10,963	0.9
Total Public	125,266	4.9%	129,807	5.1%	107,457	4.3%
Nonpublic						
New York City	8,965	3.2%	11,761	4.3%	14,129	5.2%
Rest of State	2,105	0.9	2,330	1.1	2,757	1.3
Total Nonpublic	11,070	2.2%	14,091	2.9%	16,886	3.5%

*Includes pupils who score at or below the 23rd percentile on an English language assessment instrument approved by the Commissioner of Education.

TABLE 1.10

NUMBER AND PERCENT OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH PROFICIENCY (BETWEEN 24TH AND 40TH PERCENTILE) BY COMMUNITY TYPE

NEW YORK STATE
1989-90

Sector/Location	Number	Percent
New York City	26,501	2.9%
Large City Districts	2,091	1.8
Other City Districts	1,082	0.5
Non-City Districts	3,990	0.3
Total State	33,664	1.3%

CHAPTER II: PARTICIPATION RATES

The changing composition of the State's school system brings into sharp focus issues of educational equity. School improvement efforts, to be successful, must promote equity in performance outcomes for all students – regardless of race/ethnicity, gender, language background, or handicapping condition. In turn, equity in outcomes will not be realized without the full participation of all students in the core curriculum and in supplemental programs appropriate to their needs, interests and abilities.

Participation in Regents Mathematics and Science

Because passing Regents examinations indicates the completion of a rigorous course of study, the degree to which all secondary students have access to and participate in Regents examinations is an important issue of educational equity. The two topics – participation and performance – are discussed jointly in Chapter III, since the rate of participation helps to establish the context for assessing performance. This section discusses briefly the participation of students in Regents mathematics and science examinations because of public concern about the adequacy of student preparation in these subjects.

The percentages of average enrollment statewide passing Regents examinations in sequential mathematics I, II, and III and the four science exams in 1978, 1983, and the three most recent school years are presented in Table 3.8. The percentage of average enrollment[1] passing the mathematics examinations has been relatively stable during the last three years. As expected, the course I examination had the highest percentage of average enrollment passing (45.0 percent in 1990), with successively smaller percentages passing the examinations for course II (37.9 percent) and course III (30.9 percent). Overall passing percentages for the science examinations increased between 1978 and 1990. The increase was most pronounced on the Regents earth science examination: 11.3 percent of average enrollment passed in 1978 and 34.6 percent passed in 1990.

In 1990 participation rates in Regents mathematics examinations varied among community types and between public and nonpublic school students (see Figures 3.4E to 3.4G). On all three examinations, New York City public school students had the lowest participation rates among school categories (public school community types and nonpublic school locations); approximately one-half to two-thirds as many students participated as did so in public schools statewide. The percentage-point differences between New York City public schools and public schools statewide were 16.9 points on the mathematics I examination, 19.9 points on the mathematics II examination, and 15.8 points on the mathematics III examination.

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[1] For district-level statistics, the average enrollment (per grade) was calculated by dividing the district 9-12 enrollment by four.

On the Regents science examinations, New York City students also had the lowest participation rates among all categories of public schools (Figures 3.4H through 3.4K). The differences between participation rates in New York City public schools and in all public schools were 16.5 points for biology, 29.0 percentage points for earth science, 14.0 points for chemistry and 6.2 points for physics. Nonpublic school students, as a group, had higher participation rates in Regents examinations in biology, chemistry, and physics than public school students. Among nonpublic school students, those in New York City participated in the Regents science examinations at lower rates than students in all other nonpublic schools.

In general (except for earth science), larger percentages of average enrollment in nonpublic than public schools passed the mathematics and science examinations. This nonpublic-school advantage occurred because the nonpublic schools had a larger percentage of students tested, rather than because they had a higher percentage of tested students pass. The public schools had as high a percentage of those tested passing as the nonpublic schools (see Figures 3.4E through 3.4K).

While a discussion of overall participation rates in Regents mathematics and science examinations is informative, it is also important to analyze participation data by minority composition of public schools and by gender of students. Tables in Chapter III provide these data.

Tables 3.15A and 3.15B show the 1990 participation rates for public and nonpublic school students in Regents science and mathematics examinations according to the minority enrollments of the schools they attended.[2] The overall trend is that, as the minority composition of the schools increased, participation in both the Regents science and mathematics examinations decreased. For example, public schools with no more than 20 percent minority enrollments had a participation rate of 43.5 percent for Regents mathematics examinations and 47.1 percent for Regents science; schools with minority enrollments greater than 80 percent had a 17.3 percent participation rate for Regents mathematics and 13.3 percent for Regents science. These patterns also held for nonpublic schools in 1990.

Tables 3.17A and 3.17B show the percentages of average enrollment in public and nonpublic schools who participated in and passed Regents science and mathematics examinations in 1990, displayed by gender. In public and nonpublic schools, a larger percentage of females than males both participated in and passed Regents mathematics examinations. The female advantage in public schools was three percentage points; in nonpublic schools it was five to seven percentage points.

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[2] In this context, "participation rate" is calculated as the total number of pupils taking all Regents science or mathematics examinations divided by the total grade 9-12 enrollment (rather than the average grade enrollment which was used for calculating participation rates for individual Regents examinations).

In public schools, the percentages of males and females passing Regents biology, chemistry, and earth science examinations were roughly equal. On the physics examination, males gained the advantage: 20 percent of the average male enrollment passed, compared with 15 percent of the average female enrollment. Among nonpublic school students, four to seven percentage points more females than males passed biology, chemistry and earth science. Males again were more likely than females to take and pass the physics examination.

Special Education[3]

Children with handicapping conditions in New York State receive educational services through programs intended to meet their unique needs. The majority of these children are educated by the school districts in which they reside. However, in some cases, school districts contract with neighboring districts, BOCES, or private agencies to provide the special services some children with handicapping conditions require. Of children 3 to 21 years old with handicapping conditions, approximately 96 percent receive services through programs operated by public agencies including local school districts, BOCES, and State agencies such as the Office of Mental Retardation and Developmental Disabilities (OMRDD), the Office of Mental Health (OMH), the Division for Youth (DFY), and the Division of Probation and Correctional Alternatives (DPCA). The remaining children are placed by public agencies in private programs, where they remain the responsibility of those public agencies.

Table 2.1 shows that since the mid-1970s, there has been a 24.1 percent increase statewide in the number of students enrolled in special education programs, from approximately 215,000 students in 1975-76 to almost 267,000 students in 1989-90. At the same time, the State was experiencing a 25.5 percent decrease in total student enrollment. Consequently, the share of total enrollment represented by students with handicapping conditions increased from 6.3 percent in 1975-76 to 10.5 percent in 1989-90.

Special education enrollments in New York City also increased, both in absolute numbers and as a percentage of total district enrollment. In 1975-76, New York City enrolled approximately 101,000 students (or 9.2 percent of the total enrollment) in special education. Fourteen years later, the city enrolled 106,034 students (or 11.6 percent of its total enrollment) in special education programs.

Annual changes in the statistics showed more variation in New York City than in the State as a whole. Since 1975-76, the statewide enrollment in special education programs has increased steadily from year to year. In contrast, New York City enrollments increased between 1975-76 and 1985-86, followed by a two-year decrease through 1987-88. Since 1987-88, the enrollment in special education has again increased both in total numbers and as a percentage of the total enrollment.

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[3] A major source for this discussion is *State of the Child in New York State* (Chapter 6: Children in School), published by the New York State Council on Children and Families, January 1988.

Overall trends in special education enrollments are related to many factors including legislative initiatives, court decisions, and State Education Department policy. The Education of All Handicapped Children Act (Federal Public Law 94-142) enacted in 1975 guaranteed for the first time a free and appropriate public education to all children with handicapping conditions. The law further required schools to educate children with handicapping conditions in the least restrictive environment and mandated a multidisciplinary developmental evaluation and an individualized program for each student receiving special education services. At the State level, Chapter 853 of the Laws of 1976 provided detailed requirements and procedures for the education of children with handicapping conditions.

A combination of three factors explains most of the recent shifts in the level of special education enrollments. First, in the early 1980s, New York State Law expanded the categories of handicapping conditions to include learning disabilities, autism, multiply-handicapping conditions, orthopedic conditions, and health impairments, making more children eligible to receive special education services. Second, the Federal court decision *Jose P. vs. Ambach* in 1979 resulted in more timely evaluations and appropriate placement in programs for all children with handicapping conditions. Third, in the early 1980s the State altered the method used to allocate State aid for educating children with handicapping conditions. Since 1980, the intensity of services provided to children and the number of children served have been factors in distributing aid. This resulted in a significant increase in the total State funds available for special education programs.

Because they must provide children with handicapping conditions the program services which best meet their unique needs, in the least restrictive way, schools throughout New York State have developed a continuum ranging from regular classroom programs which may be supplemented with special services to small, self-contained classrooms. Because of the restrictive nature of these latter programs, educators have been mindful of the number and types of students who are enrolled in them.

Special education programs operated by public school districts in fall 1989 were characterized by an overrepresentation of minority students in self-contained special education classrooms.[4] Table 2.2 shows that although White students made up 61.3 percent of the statewide grade K-6 enrollment, they represented only 39.0 percent of the enrollments in special education ungraded classes. Conversely, minority students comprised 38.6 percent of total elementary school enrollments and 61.0 percent of the enrollments in special education ungraded classes.[5]

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[4] Data used in this discussion are based on statewide aggregated statistics. It is important to examine the data at the district and school building levels to understand fully the implications of the statewide data.

At the secondary level, the discrepancy between the percentage of minority students enrolled in graded classes and ungraded special education classes was even greater. While minorities represented only 37.0 percent of enrollments in graded secondary classes, they represented 71.9 percent of participants in ungraded classes. In comparison, White enrollment in graded secondary classes was 62.9 percent statewide, while White participation in ungraded classes was only 28.1 percent.

An examination of special education participation rates in fall 1989 indicates that overrepresentation was greater for Blacks than for other minority groups. The percentage of Blacks in elementary special education ungraded classes was 16.5 percentage points higher than their percentage in graded classes. At the secondary level, this difference was 22.6 percentage points. For Hispanics, the comparable differences in participation were smaller: 8.6 percentage points at the elementary level and 15.1 percentage points in the secondary grades. Other minorities participated in ungraded special education classes at a rate lower than their share of enrollments in elementary and secondary graded classes.

The overrepresentation of Blacks and Hispanics in ungraded special education classes is a continuing phenomenon for the State's schools. Data from fall 1975 demonstrate that the discrepancy between Black enrollment in graded classes and ungraded special education classes was 17.8 percentage points at the elementary level and 24.2 percent at the secondary level. For Hispanics, the differences were 7.8 percentage points at the elementary level and 10.4 percentage points at the secondary level. Comparing fall 1975 with fall 1989 data, it appears that there has been a slight decrease in the overrepresentation of Blacks and an increase in the overrepresentation of Hispanics (Table 2.2).

Table 2.3 provides greater detail on the distribution of enrollment in ungraded special education classes by racial/ethnic groups and community types in fall 1989. The table demonstrates that in New York City and the Large City Districts the distribution of minority students into ungraded special education classes is only somewhat higher than their enrollment in graded elementary and secondary classes. However, for all other community types, the percentage of minority representation in all levels of ungraded special education classes was over twice that in graded classes – and even higher in some community types. For example in Non-city Districts, minority enrollment in graded elementary classes was 10.1 percent, while minority enrollment in ungraded classes was 21.5 percent. This disparity was even greater for grades 7-12, where minority students comprised slightly under 10 percent of enrollments in graded classes, but 27.3 percent of the ungraded classes.

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[5] Totals do not add to 100.0 percent due to rounding.

The statistics clearly demonstrate the overrepresentation of Blacks and Hispanics in ungraded, self-contained special education classrooms. It is unclear to what degree discriminatory assessment and referral policies, practices and instruments contribute to the situation. It is also unknown to what extent teachers and administrators assign students to ungraded special education classes in order to ensure that the students receive needed small group or individualized instruction, academic remediation and support services which would not otherwise be available for the students. In addition, it is unknown to what extent the increased prevalence of disabilities known to occur from certain socioeconomic conditions and environmental factors contributes to a higher incidence of minority placements in special education. For example, inadequate prenatal care results in a higher incidence of birth defects and other disabilities.

Occupational Education

Over 305,400 secondary students participated in occupational education programs[6] operated by both public school districts and BOCES during the 1989-90 school year. Of these students, almost half (46.6 percent or 142,364 students) attended schools in New York City and another 6.7 percent were students in the Large City Districts. The remaining 46.6 percent (142,614 students) attended schools outside the Big 5 districts.

Between the 1982-83 and 1988-89 school years, statewide enrollment in occupational education programs decreased by one-fifth, from 343,011 to 270,818. Almost all of the statewide decrease occurred outside the Big 5 districts. In fact, while there was a decline in the number of students participating in occupational education programs statewide, there was a small increase (7.9 percent) in the number of New York City students enrolled in these programs.

The statewide enrollment figure for 1989-90 shows a 12.8 percent increase over the prior year. This is contrary to the overall trend throughout the 1980s and can be explained almost exclusively by the addition of enrollments in three major program areas not previously counted: home economics (previously considered "nonoccupational"), technology/industrial arts, and visual/performing arts. If the enrollments in these three major program areas were subtracted from the total enrollment for 1989-90, there would again be a decline in total occupational education program enrollments (Tables 2.4 and 2.5).

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[6] An occupational education program is defined as a sequence of courses leading to entry-level employment.

Since 1982, statewide enrollment in BOCES secondary occupational education programs has shown a steady decline, as seen in Table 2.4. In 1982, nearly 56,500 secondary students participated in the BOCES programs. In the 1989-90 school year, this number was approximately 36,800, a 34.8 percent decrease. (This decline exists even with the addition of students enrolled in the three major program areas not included in the enrollments from prior years.)

Undoubtedly, a major factor in the lower number of students participating in occupational education has been the trend of declining overall student enrollments discussed in Chapter II. The influence of other factors – such as changes in the Commissioner's Regulations affecting high school graduation, changing student career interests, and opinions about program quality – is uncertain.

Despite the overall decline in occupational education enrollment, there has been a steady increase in the percentage of minority students. Table 2.6 shows that in 1989-90, 47.0 percent of enrollments in occupational education classes were minority, while the total statewide minority enrollment was 39.0 percent. In contrast, White students were underrepresented in occupational education classes by 9.0 percentage points; their total statewide grade 7-12 enrollment was 61.0 percent, while the White enrollment in - occupational education classes was 53.0 percent.

Although the gender distribution for overall occupational education enrollments was roughly equal in 1989-90 (males represent 52.0 percent of the total and females 48 percent), many occupational education fields continued to be predominantly male or female. Male students concentrated in the trades, technical fields, technology/industrial arts, and agriculture; females, in business, health, and home economics (Table 2.5).

Compensatory Education

Currently, New York State's public schools participate in three programs intended to provide supplemental instruction to students determined not to be making satisfactory academic progress: the federally-funded ESEA Chapter 1 program, and the State-supported programs for Pupils with Special Educational Needs (PSEN) and Pupils with Compensatory Educational Needs (PCEN). Table 2.7 shows the numbers of students who participated in these programs during 1989-90. Together, almost 625,500 students received State- or federally-funded compensatory education services. Almost two-thirds of these students (64.3 percent) attended schools located in the Big 5 cities.

The Chapter 1 program provides supplemental instruction and related support services designed to improve the basic skills of educationally disadvantaged children enrolled in school buildings with high concentrations of children in poverty. The purpose of the program is to help children succeed in regular school programs and attain grade-level proficiency. Each district determines which children are eligible to participate in the program, using locally developed educational criteria. Nonpublic students residing in a school's attendance area may also receive Chapter 1 compensatory education services.

PSEN programs supply supplementary and educationally advantageous instructional program support for pupils with special educational needs. An educationally advantageous program is defined as an instructional program in reading, writing, mathematics, science, American history and government and/or global studies (using bilingual pedagogy when appropriate). This program must clearly specify the learning objectives and activities, use required evaluation procedures, and assure that the PSEN funds are expended for aiding eligible students directly. Students are eligible if they fail to achieve the statewide reference point on any State Pupil Evaluation Program (PEP) test, Preliminary Competency Test (PCT), or Regents Competency Test (RCT), or if in grades K-2 they are predicted to have serious deficiencies in reading, writing, and/or mathematics by the time they enter the third grade.

The PCEN program provides support to the Big 5 cities and seven other smaller cities for supplementary compensatory-education programs. PCEN students are those who fail to achieve the statewide reference point on any State PEP test, PCT, or RCT and those in grades 1-3 who are determined to have deficiencies in reading, mathematics, and writing.

Prekindergarten Programs

Between 1975-76 and 1989-90, enrollment in prekindergarten programs operated by public and nonpublic schools[7] expanded significantly (Table 2.8). In 1975-76, approximately 24,200 children, or 9.0 percent of the State's four-year-old population, were enrolled in these programs. Fourteen years later, the number enrolled increased to over 71,200 children, more than a quarter (28.2 percent) of the State's four-year-old population. The enrollment more than tripled for New York City programs (from 8,600 to 31,400) and more than doubled for the remaining programs (from 15,600 to 39,800) during this period.

In 1989-90, nearly 54 percent of the children enrolled in prekindergarten programs in New York City were from minority backgrounds, an increase of almost 17 percentage points since 1975-76. However, this trend is reversed for programs in the remaining areas of the State. In 1975-76, over 26 percent of the total enrollment in prekindergarten programs operating outside New York City were minority children. In 1989-90, minority children represented only 21.5 percent of enrollments in these programs. This decline in minority student enrollments is due, at least in part, to changes in the participation rates of Black four-year-old children (Table 2.8). Table 2.9 shows that in 1989, over 36.0 percent of statewide enrollments in prekindergarten programs were minority children. New York City and the Other Big 5 cities had the highest proportion of minority enrollments for the State.

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[7] Includes only those prekindergarten programs in public and nonpublic schools which also have at least a kindergarten program. Nursery school classes are not included in these prekindergarten statistics.

Students with Limited English Proficiency[8]

Language minority students come from diverse ancestries and linguistic backgrounds. Some language minority students understand and speak little or no English, while others may be proficient in English. Students who possess varying degrees of speaking, reading and writing abilities in English as well as their home language are considered to be bilingual. A language minority student who understands and speaks little or no English, or scores below the statewide reference point on a standardized test of English, is classified as limited English proficient (LEP). An amendment to Part 154.2 of the Regulations of the Commissioner of Education allowed school districts the option of expanding their LEP programs, in the 1989-90 school year, to include pupils who score above the statewide reference point and at or below the 40th percentile on an English-language assessment instrument approved by the Commissioner. (Beginning with the 1990-91 school year, LEP programs will be required to serve students scoring at or below the 40th percentile and all school districts will be required to identify LEP students, whether they claim State LEP aid or not.)

In 1989-90, public school districts in New York State identified approximately 107,500 limited English proficient students who scored at or below the 23rd percentile. Tables 1.9 and 1.10 (in the previous chapter) show that over 87,000 of these students resided in New York City – almost 81.0 percent of the statewide LEP student population. School districts reported that an additional 33,664 students were identified as limited-English-proficient by scoring between the 23rd and 40th percentiles on an English-language assessment. Again, the majority of these students (26,501) attended school in New York City.

Education Department figures show an overrepresentation of LEP students in special education classes. The primary reason is a lack of programs within the school systems which meet their special needs. Since some needed services are available within special education, although not to an adequate level, students are referred and sometimes placed in special education classes even without the presence of handicapping conditions.

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[8] A major source for this discussion is the "Regents Policy Paper and Proposed Action Plan for Bilingual Education" unanimously adopted by the Board of Regents at its December 1988 meeting.

TABLE 2.1

PUBLIC SCHOOL STUDENTS ENROLLED IN SPECIAL EDUCATION PROGRAMS AS A PERCENT OF TOTAL ENROLLMENT

NEW YORK STATE

1975-76 TO 1989-90

Year	Total State			New York City		
	Total Enrollment*	Special Ed Enrollment	% Special Ed to Total Enrollment	Total Enrollment*	Special Ed Enrollment	% Special Ed to Total Enrollment
1975-76	3,406,015	215,052	6.3%	1,096,460	100,968	9.2%
1985-86	2,605,363	266,157	10.2	931,246	106,363	11.4
1986-87	2,588,936	260,053	10.0	932,343	104,403	11.2
1987-88	2,573,249	259,442	10.1	933,206	103,437	11.1
1988-89	2,548,710	262,944	10.3	925,246	105,099	11.4
1989-90	2,537,669	266,791	10.5	918,011	106,034	11.6
% Change 1975-76 to 1989-90	-25.5%	24.1%	--	-16.3%	5.0%	--

*Includes students enrolled in BOCES programs.

TABLE 2.2

COMPARISON OF ENROLLMENTS IN UNGRADED SPECIAL EDUCATION CLASSES WITH ENROLLMENT IN GRADED CLASSES BY RACIAL/ETHNIC GROUP, LOCATION AND LEVEL

NEW YORK STATE

FALL 1975 TO FALL 1989

Year and Racial/Ethnic Group	New York City				Other Large Cities*				Rest of State				Total State			
	K-6	UGE**	7-12	UGS**	K-6	UGE**	7-12	UGS**	K-6	UGE**	7-12	UGS**	K-6	UGE**	7-12	UGS**
Fall 1975																
Black	36.9%	43.2%	36.9%	47.0%	36.9%	43.4%	33.9%	55.1%	5.2%	20.0%	4.4%	19.4%	17.0%	34.8%	15.8%	40.0%
Hispanic	30.6	31.0	25.9	28.0	6.0	5.0	4.9	5.0	1.5	4.6	1.3	3.1	11.2	19.0	9.1	19.5
Am. Indian/Alaskan Native	***	0.1	***	0.1	0.8	1.1	0.7	0.5	0.3	0.3	0.2	0.3	0.2	0.3	0.2	0.2
Asian/Pacific Islander	2.3	0.6	2.3	0.4	1.0	0.3	0.3	0.2	0.5	0.1	0.3	0.2	1.1	0.4	0.9	0.3
White	30.2	25.1	34.9	24.5	55.3	50.2	60.2	39.2	92.5	75.0	93.8	77.0	70.5	45.5	74.0	40.0
Fall 1980																
Black	36.1%	44.0%	39.9%	49.6%	41.2%	46.1%	38.6%	53.9%	5.7%	18.1%	5.3%	21.6%	17.1%	36.0%	17.7%	44.0%
Hispanic	33.3	34.8	27.5	29.6	7.8	7.8	6.8	6.5	2.0	4.1	1.7	4.7	12.4	23.0	10.1	22.4
Am.Indian/Alaskan Native	***	0.1	0.1	***	1.4	0.7	1.0	0.5	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2
Asian/Pacific Islander	4.6	0.9	3.9	0.7	1.2	0.4	0.6	0.2	1.2	0.5	0.6	0.3	2.3	0.7	1.7	0.5
White	26.0	20.2	28.6	20.1	48.4	45.0	53.0	38.9	90.9	77.1	92.2	73.1	68.0	40.1	70.3	32.9
Fall 1989																
Black	36.5%	46.4%	38.9%	48.0%	44.7%	40.8%	44.5%	50.8%	6.4%	17.4%	6.2%	20.4%	18.9%	35.4%	19.1%	41.7%
Hispanic	36.5	38.9	31.6	36.8	12.6	12.9	11.3	15.1	3.2	6.7	3.0	7.9	15.5	24.1	13.3	28.4
Am. Indian/Alaskan Native	***	***	***	0.1	0.8	0.4	0.9	0.5	0.3	0.4	0.3	0.4	0.2	0.2	0.2	0.2
Asian/Pacific Islander	7.4	1.7	9.2	1.9	1.6	0.4	1.9	0.9	2.1	0.9	1.9	0.9	4.0	1.3	4.4	1.6
White	19.5	12.9	20.3	13.2	40.3	35.5	41.4	32.7	88.0	74.6	88.6	70.4	61.3	39.0	62.9	28.1

* Buffalo, Rochester, Syracuse and Yonkers.

** UGE is Ungraded Elementary - Special Education; UGS is Ungraded Secondary - Special Education.

*** Less than 0.1%.

TABLE 2.3

COMPARISON OF ENROLLMENT IN UNGRADED SPECIAL EDUCATION CLASSES WITH ENROLLMENT IN GRADED CLASSES BY RACIAL/ETHNIC GROUP AND COMMUNITY TYPE AND LEVEL
NEW YORK STATE
FALL 1989

Community Type/ Racial/Ethnic Category	K-6	Elementary Ungraded	7-12	Secondary Ungraded
New York City				
Black	36.5%	46.4%	38.9%	48.0%
Hispanic	36.5	38.9	31.6	36.8
American Indian/Alaskan Native	*	*	*	0.1
Asian/Pacific Islander	7.4	1.7	9.2	1.9
White	19.5	12.9	20.3	13.2
Large City Districts				
Black	44.7%	50.8%	44.5%	50.8%
Hispanic	12.6	12.9	11.3	15.1
American Indian/Alaskan Native	0.8	0.4	0.9	0.5
Asian/Pacific Islander	1.6	0.4	1.9	0.9
White	40.3	35.5	41.4	32.7
Other City Districts				
Black	14.8%	28.8%	14.3%	28.7%
Hispanic	4.9	7.4	4.5	6.9
American Indian/Alaskan Native	0.3	0.4	0.4	0.6
Asian/Pacific Islander	1.6	0.6	1.7	0.4
White	78.4	62.8	79.1	63.4
Non-City Districts				
Black	4.7%	13.8%	4.8%	17.7%
Hispanic	2.9	6.4	2.8	8.2
American Indian/Alaskan Native	0.3	0.4	0.3	0.3
Asian/Pacific Islander*	2.2	0.9	2.0	1.1
White	89.9	78.5	90.1	72.7
Total State				
Black	18.9%	35.4%	19.1%	41.7%
Hispanic	15.5	24.1	13.3	28.4
American Indian/Alaskan Native	0.2	0.2	0.2	0.2
Asian/Pacific Islander*	4.0	1.3	4.4	1.6
White	61.3	39.0	62.9	28.1

*Less than 0.1%.

TABLE 2.4

SECONDARY OCCUPATIONAL EDUCATION ENROLLMENT AND PERCENT CHANGE FROM PREVIOUS YEAR BY LOCATION

NEW YORK STATE
1981-82 TO 1989-90

Year	New York City		Other "Big Five" Cities*		Rest of State		BOCES		Total State	
	Enrollment	Percent Change From Previous Year	Enrollment	Percent Change From Previous Year	Enrollment	Percent Change From Previous Year	Enrollment	Percent Change From Previous Year	Enrollment	Percent Change From Previous Year
1981	118,666	--	24,639	--	134,642		56,025	--	333,972	--
1982	125,656	5.9%	25,067	1.7%	135,797	.9%	56,491	.8%	343,011	2.7%
1983	124,088	-1.3	23,444	-6.5	137,746	1.4	54,490	-3.5	339,768	-1.0
1984	140,790	13.5	23,304	- .6	122,401	-11.1	50,813	-6.8	337,308	-.7
1985	136,328	-3.2	22,677	-2.7	113,978	-6.9	46,589	-8.3	319,572	-5.3
1986	139,061	2.0	22,222	-2.0	95,473	-16.2	43,530	-6.6	300,286	-6.0
1987	133,541	-4.0	21,265	-4.3	88,222	-7.6	41,213	-5.3	284,241	-5.3
1988	133,945	- .3	19,206	-9.7	79,521	-9.9	38,146	-7.4	270,818	-4.7
1989**	142,364	6.3	20,509	6.8	105,774	33.0	36,840	-3.4	305,487	12.8

*Buffalo, Rochester, Syracuse, and Yonkers.

**First time inclusion of all Home Economics, Technology, and Visual and Performing Arts.

TABLE 2.5

ENROLLMENT IN OCCUPATIONAL EDUCATION PROGRAMS BY PROGRAM AREA AND GENDER

NEW YORK STATE

1987-88 THROUGH 1989-90

Major Program Area	1987-1988			1988-1989			1989-1990		
	Total Enrollment	Male Enrollment	Female Enrollment	Total Enrollment	Male Enrollment	Female Enrollment	Total Enrollment	Male Enrollment	Female Enrollment
Agriculture	6,357	4,452	1,905	6,030	4,220	1,810	6,225	4,344	1,881
Business	147,755	51,552	96,203	136,977	49,582	87,395	127,427	48,155	79,272
Health	8,933	1,592	7,341	8,079	1,304	6,775	8,293	1,573	6,720
Home Economics	10,117	2,660	7,457	11,170	3,106	8,064	22,546*	4,842*	17,704*
Marketing	18,480	7,949	10,531	17,158	7,838	9,320	15,931	7,216	8,715
Technical	18,284	12,824	5,460	20,090	13,893	6,197	21,243	15,246	5,997
Trade	74,315	52,592	21,723	71,314	50,510	20,804	67,394	47,819	19,575
Technology/Industrial Arts**							33,345	28,545	4,800
Visual/Performing Arts**							3,083	1,263	1,820
Total	284,241	133,621	150,620	270,818	130,453	140,365	305,487	159,003	146,484

* Includes all Home Economic Programs including those previously categorized as nonoccupational.

** Not included before 1989-90.

TABLE 2.6

NUMBER AND PERCENT OF PUBLIC SCHOOL OCCUPATIONAL EDUCATION[1] ENROLLMENT BY RACIAL/ETHNIC GROUP

NEW YORK STATE
1985-86 TO 1989-90

	New York City		Other "Big 5" Cities[2]		Rest of State		Total State	
	Number	Percent[3]	Number	Percent	Number	Percent	Number	Percent
1985-86								
Black	60,869	43%	9,442	41%	12,401	7%	82,712	25%
Hispanic	38,130	27	1,725	7	3,527	2	43,382	13
Other Minority[4]	8,947	6	480	2	3,503	2	12,930	4
White	32,844	23	11,657	50	153,783	89	198,284	59
1986-87								
Black	59,597	43%	9,357	42%	11,063	8%	80,017	27%
Hispanic	39,171	28	1,994	9	3,627	3	44,792	15
Other Minority[4]	10,604	8	478	2	2,140	2	13,222	4
White	29,617	21	10,393	47	122,328	88	162,338	54
1987-88								
Black	56,940	43%	9,329	44%	10,779	8%	77,048	27%
Hispanic	38,334	29	1,887	9	3,655	3	43,876	16
Other Minority[4]	10,275	8	514	2	1,481	1	12,270	4
White	27,992	21	9,535	45	113,520	88	151,047	53
1988-89								
Black	56,920	43%	8,630	45%	9,841	8%	75,391	28%
Hispanic	37,746	28	1,786	9	3,552	3	43,084	16
Other Minority[4]	11,323	8	439	2	1,439	1	13,201	5
White	27,956	21	8,351	43	102,835	87	139,142	51
1989-90								
Black	59,820	42%	9,453	46%	11,657	8%	80,930	26%
Hispanic	40,694	29	2,197	11	4,718	3	47,609	16
Other Minority[4]	12,552	9	593	3	2,138	1	15,283	5
White	29,298	21	8,266	40	124,101	87	161,665	53

[1] Includes programs conducted by public school districts and BOCES.

[2] Buffalo, Rochester, Syracuse, and Yonkers.

[3] Percent = Number of public school students by racial-ethnic group enrolled in occupational education programs divided by total occupational education program enrollment.

[4] Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 2.7

NUMBER OF PUBLIC SCHOOL STUDENTS ENROLLED IN SELECTED COMPENSATORY EDUCATION PROGRAMS*

NEW YORK STATE

1987-88 TO 1989-90

Community Type	School Year		
	1987-88	1988-89	1989-90**
New York City	303,697	339,156	369,193
Large City Districts	26,297	34,964	32,858
Other City Districts	53,989	55,359	62,565
Non-City Districts	203,067	203,653	160,787
Total	587,680	633,132	625,403

* Includes students enrolled in the State-funded program for Pupils with Special Education Needs (PSEN) and the federally-funded ECIA Chapter 1 Program.

** Preliminary estimates.

TABLE 2.8

ENROLLMENT IN PUBLIC AND NONPUBLIC SCHOOL PREKINDERGARTEN PROGRAMS BY RACIAL/ETHNIC GROUP

NEW YORK STATE

1975-76 TO 1989-90

Location	1975-76	1980-81	1985-86	1989-90
New York City				
PreK Enrollment	8,635	14,486	22,990	31,415
% of 4 year old Population	8.1%	16.2%	23.2%	30.1%
Racial/Ethnic Group				
Black	17.0%	15.7%	19.1%	26.3%
Hispanic	17.2	13.8	13.8	20.6
Am.Indian/Alaskan Native	0.1	0.2	0.1	*
Asian and Pacific Islander	2.6	6.2	6.2	6.9
White	63.1	64.1	60.8	46.1
Rest of State				
PreK Enrollment	15,605	24,939	33,834	39,840
% of 4 year old Population	9.6%	18.9%	24.1%	26.9%
Racial/Ethnic Group				
Black	19.8%	14.4%	12.3%	13.5%
Hispanic	4.8	9.1	3.8	5.1
Am.Indian/Alaskan Native	0.2	0.3	0.2	0.4
Asian and Pacific Islander	1.6	4.5	2.5	2.5
White	73.6	71.7	81.2	78.5
Total State				
PreK Enrollment	24,240	39,425	56,824	71,255
% of 4 year old Population	9.0%	17.8%	23.7%	28.2%
Racial/Ethnic Group				
Black	18.7%	13.9%	15.2%	19.2%
Hispanic	9.5	7.3	8.1	12.0
Am.Indian/Alaskan Native	0.2	0.3	0.2	0.3
Asian and Pacific Islander	2.0	3.9	4.0	4.4
White	69.6	74.6	72.5	64.1

*Less than 0.1%.

TABLE 2.9

ENROLLMENT IN PUBLIC AND NONPUBLIC PREKINDERGARTEN PROGRAMS BY COMMUNITY TYPE AND RACIAL/ETHNIC GROUP

NEW YORK STATE

FALL 1989

Community Type	Prekindergarten Enrollment	Black	Hispanic	American Indian/ Alaskan Native	Asian and Pacific Islander	White
New York City	31,415	26.3%	20.6%	*	6.9 %	46.1%
Large City Districts	6,233	30.0	10.0	0.5%	2.2	57.3
Other City Districts	6,946	13.3	4.6	*	2.9	79.1
Non-City Districts	26,661	8.4	4.0	0.4	2.6	84.6
Total State	71,255	19.2%	12.0%	0.3%	4.4%	64.1%

*Less than 0.1%.

CHAPTER III: STUDENT PERFORMANCE

The first section of this chapter surveys performance on examinations in the State testing program for the State as a whole and, where possible, by public school community type and by nonpublic school location. The second section discusses other measures of performance such as Regents and local diplomas, scholarships, and national testing programs. Both sections break out data by racial/ethnic group and gender.

The analyses in this chapter are based on these measures of student performance, not necessarily because they are the best or only measures, but because comprehensive results are available, and because the data permit an historical perspective and allow comparisons.

STATE TESTING PROGRAM

In New York State, the primary measures of student and school performance are the Pupil Evaluation Program (PEP) tests and the Program Evaluation Tests in the elementary grades and the Regents Competency Tests (RCTs) and Regents examinations in the secondary grades.

Differences in Performance According to School Category

Performance measures have been aggregated into four public school categories based on community type (New York City, Large City Districts, Other City Districts, Non-city Districts) and two nonpublic school categories based on location (New York City and Other).

Pupil Evaluation Program

The Pupil Evaluation Program (PEP), initiated in 1965, provides data to the State Education Department and local school districts for use in planning, managing, and evaluating educational programs at both the State and local levels. The PEP program involves the administration of criterion-referenced reading and mathematics tests to all pupils at the end of grades 3 and 6 and a writing test to pupils at the end of grade 5. The PEP tests are an important tool in ensuring the provision of essential educational services, since the Commissioner's Regulations mandate that all pupils scoring below the designated State reference point (SRP)[1] be given remediation.

Figure 3.1 displays the percentage of students statewide who scored above the SRP on each PEP test during the past five years. A large majority of children statewide met this criterion on each test in each year. Moreover, from 1985-86 to 1989-90, student performance statewide has improved on all PEP tests. On the sixth-grade reading test, the increase from 1985-86 to 1989-90 was four percentage points; on the third-grade reading test, it was one percentage point. Mathematics percentages increased more than reading percentages: eight points on both the grade 3 and the grade 6 tests. The percentage of students scoring above the SRP on the writing test increased four points during this time. In every year, a higher percentage of pupils scored above the SRP on the mathematics and writing tests than on the reading tests.

Performance in 1989-1990 varied among schools according to public school community type and nonpublic school location. Tables 3.1A through 3.1E show the percentages of students scoring above the SRP on each PEP test according to school category. With few exceptions, performance of public schools in every community type has improved over the last five years. The primary exception is the third-grade reading test: on this test the percentage of children scoring above the SRP within all public school categories except New York City was one percentage point lower in 1990 than in 1986. On all tests except writing, New York City schools improved their performance more than schools in other categories. The performance of students in nonpublic schools has improved markedly on the mathematics tests and slightly on the grade 6 reading and grade 5 writing tests. Their performance on the grade 3 reading test, like that of students in most public school categories, was one percentage point lower in 1990 than in 1986.

While the New York City public schools showed the largest increases in the percentage of students scoring above the SRP, they still had the smallest percentages of students meeting this criterion in 1989-90. The percentage of students above the SRP in New York City public schools ranged from 66 percent on the grade 3 reading test to 87 percent on the grade 3 mathematics test. Among public school categories, the Large City Districts had the second lowest percentages of students scoring above the SRP: from 77 percent on the grade 3 reading test to 94 percent on the grade 3 mathematics test. Schools in Non-city Districts recorded higher percentages of students scoring above the SRP than did city districts, on all PEP tests. In Non-city Districts, the percentage of students exceeding the SRP on each test was 91 percent or greater.

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[1] The SRP refers to a minimum level of competency for a given grade. Students scoring above this point on the PEP tests are considered to be making satisfactory progress in developing the basic skills of reading comprehension, mathematics, and writing.

In 1989-90 the percentage of students scoring above the SRP in nonpublic schools was as great or greater than the comparable percentage in public schools on every PEP test. From 85 to 94 percent of nonpublic school students scored above the SRP on each test. Students in nonpublic schools outside New York City outperformed their counterparts in New York City.

Within each school category, tremendous variations exist among schools in the percentage of students scoring above the SRP. These variations are illustrated in Figure 3.2, which gives the PEP percentage for the lowest- and highest-performing schools within each category on the PEP grade 6 reading test. In all school categories, at least one school succeeded in having all of its students score above the SRP. In New York City's lowest-performing public school, only 22 percent of students scored above the SRP, while the contrasting figure in the Non-city Districts was 55 percent. Very low-performing schools were also found among the nonpublic schools: the lowest percentage for New York City nonpublic schools was 30 percent and for other nonpublic schools, 20 percent.

Students who speak English as a second language are tested with native-language translations of the mathematics PEP tests. Table 3.2 shows the numbers tested on the alternative-language editions and the percentages scoring above the SRP. The percentages of pupils scoring above the SRP on these tests were smaller than the comparable percentages on the English-language mathematics PEP tests. Only 64 percent of those tested on the alternative-language-edition grade 3 test scored above the SRP, as opposed to 94 percent of those tested with the English edition. Comparable figures for the grade 6 test were 44 percent and 91 percent.

Program Evaluation Tests

The Regents Action Plan mandated the creation of tests to evaluate the effectiveness of instructional programs in elementary science, elementary social studies, and middle-school social studies. While the tests are designed to evaluate programs, performance on them is a function of student ability and motivation as well as program effectiveness. The elementary social studies test was administered for the first time in May 1987; the other two program evaluation tests were introduced in May 1989. Since scores are used to evaluate programs rather than to identify pupils in need of remediation, no State reference points have been established.

The elementary social studies test, based on the K-6 social studies syllabus, is administered at the end of grade 6. It consists of two required parts: a series of objective questions and a writing exercise. In addition, optional class participation projects, which can be administered any time during the school year, are available. The middle-school social studies test, given at the end of grade 8, is based on the syllabus for grades 7 and 8. This test is similar in format to the grade 6 test.

Mean performance by school category on these tests is shown in Table 3.3. The mean for the total State on the grade 6 test was 40.2 out of a possible 60 points; on the Grade 8 test, 42.9 out of 70 points. The differences between public and nonpublic means were minimal. New York City schools had the lowest mean score on both tests, while the Non-city Districts had the highest mean score on the sixth-grade test and the nonpublic schools outside of New York City had the highest mean score on the eighth-grade test.

The elementary school science test is administered at the end of grade 4 and measures objectives taught in grades K-4. The test includes three required components: objective content, objective skills, and manipulative skills. Attitude measures are provided for optional use. Table 3.3 displays the mean scores on each component by school category. The highest possible scores on each component were objective content, 29; objective skills, 16; and manipulative skills, 22. The State means on these three sections were 19.6, 11.1, and 17.0. The difference between public and nonpublic school means was minimal, as were the differences among school categories. New York City public schools had the lowest mean scores on each component, while the Non-city Districts and the Other Nonpublic schools achieved the highest mean scores.

Regents Competency Tests

The Commissioner's Regulations state that all pupils must demonstrate competency in reading, writing, mathematics, science, global studies, and U.S. history and government to obtain a high school diploma. The Regency Competency Tests (RCTs) were established as a mechanism for students not participating in Regents courses and examinations to demonstrate competency. To assist students in meeting the competency criteria, the Commissioner's Regulations require that pupils failing any competency test be provided appropriate remediation. Across the State, about one-half of the pupils graduating from high school each year demonstrate competency in these areas by passing Regents examinations; the remaining students demonstrate competency by passing the appropriate RCT.

The RCT in reading is based on the Degrees of Reading Power methodology and indicates the most difficult prose that a pupil can read with comprehension. A criterion-referenced test, it allows scores to be related to the readability level of textbooks. The RCT in writing measures a pupil's ability to organize and present ideas in written form. The test consists of three writing tasks: a business letter, a report, and a composition. The reading and writing tests are intended to assess skills acquired during high school; they may not be given prior to eleventh grade.

The mathematics test is designed to measure competency in the skills described in the State-recommended high school mathematics syllabus for students not enrolled in Regents mathematics courses. The test questions cover the core areas of integers and rational numbers; graphing; measurement of geometric figures; ratio, proportion, and percent; probability and statistics; and consumer and job-related mathematics. The vast majority of students initially take the mathematics test at the end of grade 9.

The RCT in science is designed to measure core process skills and core understandings taken from the *Science Syllabus of Middle and Junior High Schools*. Most of the 70 test questions are multiple-choice. The few open-ended questions require exercises such as completing a graph, constructing a data table, and describing an activity. This test was administered for the first time in June 1988; competency in science will be required for graduation beginning in 1991. Almost all students take the science test at the end of grade 9.

The RCT in global studies was given statewide on an experimental basis for the first time in 1990. Competency in global studies will be required for graduation in 1992. This test measures the content in the ninth- and tenth-grade global studies syllabi. Therefore, the vast majority of students initially take this test at the end of grade 10.

The RCT in U.S. history and government is designed to measure students' understanding of the content and major ideas sections of the grade 11 syllabus in this subject. The test comprises 50 multiple-choice questions and 4 essay questions, of which the student must respond to two. It was administered on an experimental basis in June 1988; competency in U.S. history and government was required for graduation beginning in 1990. The vast majority of students initially take this test at the end of grade 11.

Figure 3.3 shows the percentages of students passing each RCT from 1986 to 1990. Throughout this period, students were most successful on the reading RCT and least successful on the mathematics RCT. In 1990, 60 percent of mathematics test-takers passed, compared to 90 percent of reading test-takers. The percentage of students passing the RCT in mathematics was, however, significantly lower than in any of the previous four years. Performance on the writing RCT, the only other RCT that has been given throughout the five-year period, has fluctuated; the percentage passing has varied from 80 to 85 percent.

In January administrations from 1986 to 1990, about 90 percent of tested students statewide passed the reading RCT (Table 3.4A). The discrepancy between the highest- and lowest-performing school categories was small compared to that on other tests (13 percentage points in 1990). Among public school categories, the Non-city Districts had the highest percentages of students passing, while New York City consistently had the lowest percentages. The nonpublic schools had passing rates comparable to those in the Non-city Districts.

In January 1990, 82 percent of students taking the RCT in writing passed (Table 3.4B). New York City public school students were less successful on this test than students in other community types. As on the reading RCT, students from nonpublic schools were generally more successful than students from public schools, although performance in the Non-city Districts was comparable to performance in the nonpublic schools.

The pattern of results among public school categories on the mathematics RCT was similar to that in reading, although the absolute level of performance was lower; in 1990 only 60 percent of tested students across the State passed (Table 3.4C). Fewer than 60 percent of students from New York City and the Large City Districts passed, while more than 70 percent of students from Other City and Non-city Districts passed. In fact, students from the latter categories of districts were somewhat more successful than students from nonpublic schools.

Table 3.4D presents the percentages of students who passed the RCT in science in June 1988, 1989, and 1990, according to community type and nonpublic school location. During this period, statewide passing rates have fluctuated over a 20-point range, from 67 to 87 percent. In June 1990, 87 percent of all students taking this RCT passed. More than 80 percent of students in Other City, Large City and Non-city Districts and in the nonpublic schools passed, while fewer students in New York City passed.

The global studies RCT was given for the first time statewide in June 1990. Results for this administration are given in Table 3.4E. Across the State, 68 percent of students passed this examination. The pattern of performance among school categories was the same as on most other RCTs: more students from the Non-city Districts and the nonpublic schools passed than did students from the city district categories.

The percentages of students passing the U.S. history and government test in 1989 and 1990, by community type and nonpublic location, are shown in Table 3.4E. In June 1990, 84 percent of students taking this test passed. The discrepancies among school categories were smaller on this test than on other RCTs. Students in New York City and in the Large City Districts were, however, somewhat less successful than students from the Non-city Districts and nonpublic schools.

Students for whom English is a second language, and who, after the eighth grade, first enter schools where the predominant language is English, are offered alternatives for meeting some competency requirements. To meet the writing requirement, these students may pass a writing test in their native language and a test in English as a second language that documents that they are making progress in acquiring English. The native-language writing test was offered in 29 different languages during 1990. Statewide, 78 percent of those tested passed. The number of students tested and percentage passing are presented in Table 3.5.

Alternative-language editions of the RCTs in mathematics, science, global studies, and U.S. history and government were also provided. The number tested and the percentage passing on these tests are shown in Table 3.6. A smaller percentage of students passed these tests than passed the English-language-edition RCTs in these subjects. In 1990, 36 percent of students taking alternative-language editions of the RCT in mathematics passed, compared with 60 percent of students taking the English edition. Comparable figures for science were 32 percent and 77 percent; for global studies, 42 percent and 68 percent; and for U.S. history and government, 66 percent and 84 percent.

The competency testing requirements prevented few pupils from receiving a high school diploma during the 1989-90 school year. Of the candidates for graduation, 98.4 percent met the competency testing requirements. Only 0.6 percent of the candidates failed to graduate solely because of the competency testing requirements; another 1.0 percent failed to meet both the competency testing requirements and the local course requirements; and 3.6 percent passed the competency requirements but failed to meet local course requirements. In all, fewer than 1,100 of the 167,558 diploma candidates in 1989-90 failed to attain minimum standards in the basic skills.

Regents Examinations

For more than a century, Regents examinations have been an important component of high school education in New York State. Examinations are provided in approximately 20 subjects, and more than a million examinations are administered annually. About 60 percent of pupils in grades 9 through 12 take at least one Regents examination in a typical school year.

Regents examinations serve several purposes. They establish and maintain standards by defining important outcomes of instruction in the most commonly studied high school subjects. They help motivate student achievement and provide teachers with valid and reliable final examinations. Each examination is based on a State syllabus.

Although the Commissioner's Regulations require that all public school students have the opportunity to participate in Regents examinations and earn a Regents diploma, only 96 percent of public schools with students in grade 9 or higher offered Regents examinations in 1989-90 (Table 3.7). The lowest level of participation was in New York City (86 percent), while participation in the Large and Other City Districts was somewhat higher (89 and 93 percent respectively). In the Non-city Districts 100 percent of schools gave Regents examinations. Nonpublic schools are not required to participate in the Regents examination program. Nevertheless, slightly more than one half of the New York City nonpublic schools participated, while fewer than two out of five nonpublic schools located outside New York City participated.

Student success on the Regents examinations is an important indicator of secondary school quality. Schools vary both in the percentage of their student enrollment who participate in Regents examinations and in the percentage of tested students who pass. Discussions of Regents examinations in this report will focus on a measure that considers both of these factors: percentage of average enrollment passing[2] an examination. The average enrollment is thus an estimate of the number of students at one grade level. It is assumed that this measure approximates the number of students within a school who are theoretically eligible to participate in a given Regents-level course and Regents examination.

Table 3.8 presents percentages of average statewide enrollment passing each Regents examination during the past three years and in 1978 and 1983. These percentages were greatest on examinations that are required to document competency for graduation. In 1990, from 42 to 45 percent of the average statewide enrollment passed the English, global studies, U.S. history, mathematics course I, and biology examinations. Generally the foreign language examinations were passed by the smallest percentages, although Spanish was passed by 26 percent of average enrollment. The more advanced mathematics and science course examinations were also passed by fewer students than the other Regents examinations.

Figures 3.4A through 3.4M present additional data on selected Regents examinations. For each examination, the percentage of average enrollment tested and passing, the percentage of average enrollment tested and failing, and the percentage of average enrollment not tested are presented in stacked bar charts. The first two bar segments together indicate the percentage of average enrollment participating in the Regents examination.[3] Data for the total State are shown as well as data by public school community type and nonpublic school location.

The pattern of performance among public school categories on the Regents examinations was very similar to the pattern of performance on PEP and Regents competency tests. New York City had the smallest percentages of average enrollment participating in the examinations and, with the exception of the Spanish examination, the smallest percentage of average enrollment passing. Compared with New York City, the Large City Districts had larger percentages of their average enrollment participating in and passing the Regents examinations. Of those students tested, however, smaller percentages of Large City students than New York City students passed most examinations. For example, on the mathematics course I examination, 45 percent of the average enrollment in New York City schools was tested and 56 percent of tested students passed. In the Large City Districts, 70 percent of the average enrollment was tested, but only 44 percent of tested students passed. The Non-city Districts had the highest percentages of average enrollment participating and passing on most examinations.

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[2] The district average enrollment (per grade) was calculated by dividing the district 9-12 enrollment by four. The percentage of average enrollment passing in the district was then calculated by dividing the total number of tested students passing (including eighth graders) by the district average enrollment. Eighth graders were included so that districts with accelerated students would not be penalized.

[3] The percentage of tested students passing can be estimated by comparing the ratio of the first bar segment (percentage of average enrollment passing) to the combined first and second segments (percentage of average enrollment participating).

There were substantial differences in performance between public and nonpublic schools on several examinations. Except for French and earth science, larger percentages of average enrollment in nonpublic than public schools passed Regents examinations. On all the mathematics and science examinations this nonpublic school advantage occurred because the nonpublic schools had a larger percentage of students tested, rather than because they had a higher percentage of tested students pass. The public schools had as high a percentage of those tested passing as the nonpublic schools (Figures 3.4E through 3.4K).

The comprehensive English examination illustrates the variations among school categories in performance (Figure 3.4A). The percentage of average enrollment passing was more than twice as great in the Other City (48 percent) and Non-city (56 percent) Districts as in New York City (21 percent). A comparable percentage of students in nonpublic schools (55 percent) and in the Non-city District schools passed.

Similar patterns of performance were seen on the mathematics course I and biology examinations. On the mathematics examination (Figure 3.4E), 26 percent of the average enrollment in New York City public schools passed, compared with 56 percent of the average enrollment in the Non-city Districts. More than 50 percent of average enrollment in nonpublic schools passed. On the biology examination (Figure 3.4H), the figures for New York City public schools, the Non-city schools, and the nonpublic schools were 20 percent, 53 percent, and 55 percent.

Regents diploma candidates (with few exceptions) must take a three-course sequence in a foreign language and pass a comprehensive Regents examination in that language. Figures 3.4B and 3.4C illustrate participation and performance on the Regents comprehensive examinations in French and German; Figure 3.4D gives the same statistics for Regents examinations in other foreign languages. In public schools statewide, 12.3 percent of average enrollment passed the French examination; 25.3 percent passed the Spanish examination; and 4.6 percent passed examinations in other languages. In comparison, larger percentages of average enrollment in nonpublic schools passed the Spanish (32.3 percent) and other language examinations (10.2 percent), and a slightly smaller percentage passed the French examination (11.1 percent).

As with PEP tests, aggregating data to the level of school category masks the large differences in performance among schools within categories. Figures 3.5A and 3.5B illustrate variations in the percentage of average enrollment passing[4] the Regents examinations in English and biology. The distribution of percentages among New York City high schools was different than that in the other school categories: fifty percent of schools were concentrated at the very bottom of the scale. For example, on the comprehensive English examination the median percentage passing in New York City schools was 13 percent. In contrast, less than 10 percent of high schools in other categories had a passing percentage that low. In all school categories, including New York City, some high schools had substantial percentages of average enrollment passing.

Students for whom English is a second language are provided the opportunity to take Regents examinations in mathematics in their native language. Table 3.9 presents the number of students tested and the percentage passing for the Spanish-language edition of the Regents examination in sequential mathematics, course I. The percentage of students passing this test (46 percent) was considerably smaller than the percentage of tested students passing the English-language edition (70 percent).

Students with Handicapping Conditions

Statistics reported above for the New York State testing program do not include data for handicapped pupils. Yet students with handicapping conditions have been afforded greater access to regular education programs leading to a high school diploma and, consequently, have been participating in the testing program with greater frequency. This section reviews their performance on the PEP and Regents Competency Tests and their success in earning high school diplomas.

The numbers of students with handicapping conditions participating in the PEP program and their success with these tests have increased over the last several years (Table 3.10). Between 1986 and 1990, continual increases in the percentages scoring above the SRP occurred on three tests: grade 3 mathematics, grade 6 reading, and grade 6 mathematics. The highest percentage passing was achieved on the grade 3 mathematics test, which almost 60 percent of students passed. Passing rates on the grade 3 reading test over this period fluctuated over a narrow range around 30 percent. Passing rates on the writing test fluctuated over a wider range, reaching a high of nearly 60 percent in 1988-89 but falling back to 50 percent in the past year.

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[4] The average enrollment (per grade) was calculated by dividing the school enrollment by the number of grades in the school. For example, in a grade 9-12 school the school enrollment was divided by four. The percentage of average enrollment passing was calculated by dividing the number of tested students passing by the average enrollment. Eighth graders were not included in the school-level statistics.

Similarly, many students with handicapping conditions have demonstrated competency for high school diplomas by passing the Regents Competency Tests. These results are documented in Table 3.11. In 1990, with the exception of the RCT in mathematics, more than 50 percent of these students taking each RCT passed. As with nonhandicapped students, the mathematics RCT has the lowest percentage of students passing (42 percent).

Comparisons of credentials awarded to students with handicapping conditions in 1985-86 and 1989-90 demonstrate increased participation in regular education programs. During the 1985-86 school year, 3,478 students with handicapping conditions were awarded local high school diplomas. In the 1989-90 school year, 5,746 local diplomas were awarded to such students – a 65 percent increase.

Although the number of students with handicapping conditions who receive local or Regents diplomas has increased steadily in the past three years, only half of these students currently leaving the school system receive diplomas. This rate is less than that expected, given the number of students with handicapping conditions identified as fully capable of earning a diploma with appropriate special-education intervention. The percentage of students with handicapping conditions who dropped out was especially high among students who were seriously emotionally disturbed or learning disabled. During the 1988-89 school year, 16,375 students with disabilities receiving special education and related services left the school system. A large percentage of these students left without the necessary credentials to find satisfying and remunerative employment.

Data collected on students 16 to 21 years old who exited the educational system during 1985-86 suggested that pupils with handicapping conditions tended to remain in school until the age of 19 years. Nearly 55 percent of these students received a Regents diploma or local diploma. The remaining 45 percent either left school or continued attending until they were required to leave the system at age 21.

Racial/Ethnic Differences in Performance

This section examines differences among racial/ethnic groups in performance on State-administered tests. Since racial/ethnic data are not collected on test forms, individual performance cannot be analyzed with regard to racial/ethnic origin. Consequently, surrogate measures were used to examine this relationship; that is, school test performance was analyzed according to the minority composition of the school. Five categories were constructed, based on minority enrollment: 0 to 20 percent (lowest minority category), 21 to 40 percent, 41 to 60 percent, 61 to 80 percent, and 81 to 100 percent (highest minority category).

Pupil Evaluation Program Tests

As the percentage of minority students in schools increases, the percentage of students scoring above the SRP on all PEP tests decreases (Figure 3.6). Performance on the reading tests varied more with the racial/ethnic composition of schools than did performance on the mathematics and writing tests. Statewide, 82 percent of tested third graders scored above the SRP on the reading test; the contrasting figure for schools with the highest minority enrollments was 62 percent. The comparable figures on the grade 6 reading test were 84 percent and 68 percent. On the PEP test in writing, 90 percent of all fifth-graders statewide (and 78 percent in schools with the highest minority enrollment) scored above the SRP; in grade 3 mathematics, the figures were 94 percent statewide and 84 percent in schools with the highest minority enrollment; and in grade 6 mathematics, the comparable figures were 91 percent and 78 percent (see Tables 3.1A-E and 3.12A-E).

Tables 3.12A through 3.12E show the percentages of students scoring above the SRP for schools within each minority composition category in each community type and nonpublic school location. In New York City, performance in public schools in the lowest minority composition category was better than performance in schools in the highest minority composition category; the range of differences on the various PEP tests was 14 to 30 percentage points. On the third- and sixth-grade reading PEP tests, the same trend is apparent in the other public school categories and in nonpublic schools. In these districts, however, the discrepancies between minority composition categories were much smaller (8 to 19 percentage points). In public schools outside New York City, minority composition made only minimal differences in performance on the mathematics PEP tests.

Substantial variations in PEP performance occurred among schools within the same minority composition category. For example, Figure 3.7 shows that there were schools in every minority composition category where 100 percent of students scored above the SRP on the grade 6 reading test. There was, however, variation among minority composition categories in the percentage scoring above the SRP in the lowest-performing school. In the highest minority category, the lowest-performing public school had 22 percent of students scoring above the SRP. In contrast, in the lowest minority category, the lowest-performing public school had 69 percent of students scoring above the SRP. Some nonpublic schools with few minority students, however, also had limited success: in the lowest-performing nonpublic school in this category, only 20 percent of students scored above the SRP.

Regents Competency Tests

In 1989-90 on all six Regents Competency Tests (RCTs), the percentage of students passing generally decreased as the percentage of minority students in the school increased. Figure 3.8 shows the percentage of students passing the RCTs by minority composition of school. In general, for public and nonpublic schools across the State, there were large differences in percentage passing (15 to 38 percentage points) between the highest and lowest minority composition categories and smaller differences (4 to 16 percentage points) among the intermediate categories (schools which were 21 to 80 percent minority).

The smallest differences among minority composition categories were on the RCTs in reading and in U.S. history and government, and the largest differences were on the mathematics and science RCTs. On the RCT in mathematics, for example, while 60 percent of tested students passed statewide, only 43 percent of students in schools with the highest minority enrollments passed.

Tables 3.13A through 3.13F show the percentage passing each RCT by school category. The trends for individual community types are obscured by the small numbers of schools and individuals tested in some categories, although generally as minority composition increases percentage passing decreases.

Regents Examinations

The differences in performance among minority composition categories on the Regents examinations were even more striking than those on PEP tests and RCTs. In June 1990, the percentages of average enrollment participating in and passing Regents examinations generally decreased as the percentages of minority students within a school increased. Performance and participation on selected Regents examinations by minority composition category are shown in Tables 3.14A to 3.14L.

Participation in all Regents examinations declined as the percentage of minority students in a school increased, in both public and nonpublic schools across New York State. On most Regents examinations the participation rate among students in the category with 20 percent or fewer minority students was about three times the participation rate in the category with more than 80 percent minority enrollment. On the Spanish, global studies, and mathematics course I examinations, however, the participation rate in the lowest minority category was about twice that in the highest minority category; on the earth science examination, the participation rate in the lowest minority category was almost nine times as great as that in the highest.

Not only did schools in the highest minority category have smaller percentages of students participating, but tested students in these schools were less likely to pass. Therefore, the differences between the highest and lowest minority categories in the percentage of average enrollment passing were even greater than the differences in participation rates between categories. On a typical examination, the percentage of average enrollment passing was about four times as great in the lowest minority category as in the highest minority category. On the Spanish examination, the percentage of average enrollment passing in the lowest minority category was less than twice that in the highest minority category; on the earth science examination, the percentage of average enrollment passing was nearly 12 times as high in the lowest minority category as in the highest.

Performance on the comprehensive examination in English illustrates the relationship between minority composition category and participation and performance (Table 3.14A). Statewide in the lowest minority category, 58 percent of average enrollment took this examination and passed. As the percentage of minorities increased, this statistic decreased, until in the highest minority category only 16 percent of average enrollment passed. This pattern held true in both public and nonpublic schools (with the exception of the middle minority composition category in nonpublic schools).

Performance on Regents examinations varied considerably within minority composition categories. The range of performance on the comprehensive English examination in public school categories is shown in Figure 3.9A. Among high schools in the highest minority category, the percentage of average enrollment passing ranged from 0 percent in the school at the tenth percentile to 42 percent at the ninetieth percentile. Among schools in the lowest minority category, the percentages passing were 36 percent at the tenth percentile and 69 percent at the ninetieth percentile. Figure 3.9B shows ranges on the biology examination: the tenth and ninetieth percentiles for the lowest minority category were 32 and 63 percent; for the highest minority category, 1 and 22 percent.

Of special interest is the effect of minority composition category on percentage of students taking the Regents examinations in mathematics and science. Participation in these courses prepares students for college study and jobs in science and technology. Tables 3.15A and 3.15B demonstrate that as the percentage of minorities in the school increases, participation in these Regents examinations declines. While 48 percent of students in schools in the lowest minority category participated in Regents science examinations, only 14 percent did so in schools with the highest minority composition. The comparable figures for participation in Regents mathematics courses were 45 percent and 18 percent.

Gender Differences in Test Performance

Males and females have been found to perform differently on various measures of school achievement. A study of elementary school children found that gender was a significant predictor of school competence and that females tended to be rated higher in peer relations, conduct, and academic achievement.[5] On the National Assessment of Educational Progress, girls outperform boys in reading achievement at the 9-, 14-, and 17-year-old levels. Despite higher grades in elementary and secondary school, females score lower than males on the Scholastic Aptitude Tests.[6] This section considers differences in performance between male and female students on examinations in the State testing program.

Pupil Evaluation Program

An examination of 1990 PEP scores indicates only marginal differences between the percentages of females and males scoring above the SRP on the reading and mathematics PEP tests, but larger differences on the writing test, with females generally scoring higher (Table 3.16). Considering all State pupils, the difference in the percentages of males and females scoring above the SRP on each of the reading tests was approximately one percentage point. This gender difference in reading performance tended to be largest among public school students in the Big 5 cities. Statewide, males and females were equally likely to score above the SRP on the mathematics tests. The percentage of grade 5 female students who scored above the SRP on the writing tests was five points greater than the percentage of male students. Among school categories this difference varied from three percentage points in the Other City Districts to six percentage points in New York City public schools.

Regents Examinations

At the secondary level, the small gender differences between male and female students seen on the PEP tests are magnified, as indicated by participation in and performance on Regents examinations. Tables 3.17A through 3.17C present performance on the June 1990 Regents examinations by gender for public and nonpublic schools and the total State. For each examination, three statistics are displayed: the percentage of average enrollment tested who passed, the percentage of average enrollment tested who failed, and the percentage of average enrollment not tested. The sum of the first two statistics represents the percentage of average enrollment participating in the Regents examination.

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[5] Patterson, C.J., Kupersmidt, J.B., and Vaden, N.A. "Income Level, Gender, Ethnicity, and Household Composition as Predictors of Children's School-based Competence," *Child Development*, 1990, 61, pp. 485-494.

[6] Sadker, M., Sadker, D., and Steindam, S. Gender Equity and Educational Reform. *Educational Leadership*, March 1989.

Statewide, a larger percentage of average female than average male enrollment passed Regents examinations. The exceptions to this pattern are the global studies examination and three science examinations: earth science, chemistry, and physics. The largest differences favoring female students (6 or 7 percentage points) occurred on the comprehensive English exam and the Spanish and French exams. In contrast, an equally large difference favoring male students occurred on the physics examination. The pattern of gender differences was the same in public and nonpublic schools, with two exceptions. Unlike their public-school counterparts, a larger percentage of average female than average male enrollment in nonpublic schools passed the global studies and chemistry examinations.

Regents-level preparation in mathematics and science is a prerequisite for many fields of college study. Women appear more likely than men to persist in the mathematics sequences at the Regents level, but less likely to persist in the science sequence. Males and females across the State are equally likely to take and pass the earth science examination; slightly more women than men take and pass the biology examination. This trend begins to reverse with Regents chemistry, and Regents physics is taken and passed by six percentage points more males than females.

OTHER MEASURES OF PERFORMANCE

Other performance measures, in addition to State tests, can be used to assess student achievement in New York State. These measures include Regents and local diplomas awarded, State and national scholarships, and results of national assessment programs. This section examines performance on these assessments according to school community type, race/ethnicity, and gender.

Diplomas

In New York State, a Regents-endorsed local diploma is generally regarded as an indicator of rigorous effort and excellent accomplishment. The percentage of students receiving Regents endorsements (Regents diplomas) each year is thus an indicator of attainment for the educational system. It should be noted, however, that many public and nonpublic schools offer courses of study which exceed the minimum standards established by the State Education Department for awarding Regents diplomas.

Figure 3.10 shows that the percentage of high school graduates receiving Regents diplomas has changed dramatically since 1987-88. The percentage of Regents diplomas awarded across the State declined 13 percentage points between 1987-88 and 1988-89. Only 36 percent of 1989 graduates earned Regents diplomas, compared with 49 percent of 1988 graduates. This decrease occurred in every community type; the decreases in public school categories ranged from 10 to 14 percentage points. The percentage of nonpublic school students earning Regents diplomas also decreased, from 46 percent to 35 percent. Nonpublic schools in New York City experienced the largest decrease in the percentage of Regents diplomas awarded, 18 percentage points. Nonpublic schools in the rest of the State had a 12-point decrease.

In 1990, the percentage of public-school graduates statewide earning Regents diplomas increased slightly, to 37 percent. A slight increase occurred in all school categories except for the Big 5 city public schools: New York City experienced a further decrease from 23 to 22 percent, and the Large City Districts decreased from 20 to 18 percent.

The decrease after 1988 may relate closely to the change in requirements for a Regents diploma initiated with the Regents Action Plan and fully implemented in 1989. Graduates of the class of 1989 who entered high school in 1985 were the first to be subject to more rigorous requirements for both the Regents and local diplomas. Beginning with this class, 18½ units are required to earn either diploma, a 2½-unit increase over the previous requirement for a local diploma. To earn a Regents endorsement, students must complete a three-unit sequence in two of the following areas (compared to one three-unit sequence required previously): occupational education, mathematics, science, art or music, or a second language.[6] With few exceptions, Regents diploma candidates are required to complete a three-unit sequence in a second language. They must also pass Regents examinations in English, a second language, mathematics, science, and U.S. history and government.

The fact that in 1989 and 1990 smaller percentages of students earned Regents diplomas does not necessarily mean that the academic preparation of these classes was inferior to that of previous classes. On the contrary, 1989 and 1990 graduates met more rigorous State standards than were required of previous classes. Many students who earned local diplomas in 1989 and 1990 would have qualified for Regents diplomas in previous years.

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[6] Students may substitute a five-unit sequence in certain subjects (for example, English or social studies) for one of the three-unit sequences.

In an effort to determine what caused the decline in the percentage of graduates awarded Regents diplomas, the Department sent questionnaires to principals of the 870 schools in which the percentage of students awarded Regents diplomas decreased from school year 1987-88 to school year 1988-89. Responses were received from 760 schools. They identified the following additional requirements as very important factors in explaining the decrease: the foreign language course requirement (63.8 percent), the foreign language Regents examination requirement (59.6 percent), the mathematics Regents examinations requirement for students not completing a three-unit sequence in mathematics (49.8 percent), the additional sequence requirement (48.7 percent), and the science Regents examination requirement for students not completing a three-unit sequence in science (47.1 percent).

The survey also asked principals to predict whether the percentage of Regents diplomas awarded in their school would increase, decrease, or remain the same over the next three years. The largest percentage of principals (42.5 percent) predicted that the percentage would remain the same; 36.6 percent predicted a further decrease; and 20.9 percent believed that the percentage of students receiving Regents-endorsed diplomas would increase.

The ordering of school categories according to percentage of Regents diplomas awarded has remained unchanged over the last three years. In 1989-90, the percentages of Regents diplomas awarded were lowest in the Big 5 city public schools: 22 percent in New York City and 18 percent in the four other large cities (Figure 3.10). The Non-city Districts awarded the largest percentage (43 percent) of Regents diplomas. Thirty-five percent of diplomas awarded by nonpublic schools in 1990 were Regents diplomas.

Figure 3.11 is a map of New York State school districts indicating the percentage of Regents diplomas awarded in each: less than 25 percent, 25 to 50 percent, 50 to 75 percent, and more than 75 percent. Very few districts fell in the highest category; these districts tended to be in the nonurban areas of the State, while districts in the lowest category were in both urban and nonurban areas.

Table 3.18 shows the percentages of schools that awarded Regents diplomas by public school community type and nonpublic school location for the three academic years ending with 1989-90. Approximately 92 percent of public schools serving students in grade 9 or higher awarded Regents diplomas in all three years.[7] The Big 5 city school districts had smaller percentages of schools awarding Regents diplomas than did other school districts. The percentage of public schools in New York City awarding Regents diplomas has decreased from 79 to 75 percent over the three-year period, while the percentage in the Large City Districts has increased from 69 percent to 76 percent. The percentage of schools awarding Regents diplomas in the Other City Districts has increased from 90 to 93 percent. In the Non-city Districts, the percentage has increased from 96 to 97 percent. Somewhat fewer than four out of ten nonpublic schools in New York City (and three out of ten elsewhere) awarded Regents diplomas.

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[7] Not all schools serving students in grade 9 or higher actually had graduating seniors. Therefore, the percentage of schools with graduating seniors granting Regents diplomas was, in fact, somewhat higher than 92 percent.

There were differences among racial/ethnic groups in the proportions receiving local diplomas, Regents diplomas, Individualized Education Plan (IEP) diplomas, and certificates for students with handicapping conditions in June 1990. Table 3.19 shows the percentages of Blacks, Hispanics, other minorities, and Whites who were awarded each kind of credential, statewide and by school category. Statewide, the percentage of both Whites and other minorities[8] earning Regents diplomas was three times as great as the percentage of Blacks. The percentage of Hispanics (17 percent) earning Regents diplomas was slightly higher than the percentage of Blacks (14 percent).

Black and Hispanic students were more successful in earning Regents diplomas in some school categories than in others. Higher percentages of Black and Hispanic graduates earned Regents diplomas in nonpublic than in public schools. The percentage was also higher in the Non-city Districts than in the city districts. In New York City the percentage of Whites earning Regents diplomas was about three times the percentage of Blacks or Hispanics, while in the Non-city Districts and the nonpublic schools, the percentage of Whites was approximately twice the percentage of Blacks and Hispanics. A larger percentage of Blacks in New York City than in the other city districts, however, were awarded Regents diplomas.

In contrast, larger percentages of Blacks and Hispanics than Whites and other minorities were awarded IEP diplomas and certificates for students with handicapping conditions. Statewide, 3.5 percent of Blacks and 4.7 percent of Hispanics earned IEP diploma or certificates. Only 1.7 percent of Whites and 0.7 percent of other minorities were in those categories. This pattern of difference was seen in public schools in all community types and in nonpublic schools, although the differences in percentages were somewhat smaller in the Big 5 City public schools than in other public and nonpublic schools.

In June 1990, larger percentages of females than males received Regents and local diplomas. Statewide, 39 percent of female graduates received Regents diplomas, compared with 35 percent of males. On the other hand, in every public school category a larger percentage of males (3 percent) than females (2 percent) received IEP diplomas (see Table 3.20).

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[8] The other minority category includes American Indians, Alaskan Natives, Asians, and Pacific Islanders.

New York State Scholarships

On the basis of academic merit, New York annually awards three kinds of competitive scholarships for study in New York State colleges: 1,000 Empire State Scholarships of Excellence, entitling recipients to $2,000 annually for up to five years; 25,000 Regents scholarships, entitling recipients to $250 per year for up to five years; and 800 Regents Professional Education in Nursing Scholarships, with the same award as Regents scholarships.

Since 1988, scholarships have been awarded on the basis of two equally weighted criteria: scores from a standardized college admissions test (the SAT or the American College Testing Program Assessment) and high school grade point average. To distribute the awards equitably across the State, individual criteria are set for each county and every high school is entitled to at least one Regents scholarship for every 40 students who graduated the previous year.

The percentage of winning students from each racial/ethnic background is presented in Figures 3.12A through 3.12C. Almost four out of five of the Empire State and Regents Scholars were White. The proportion of scholarships going to Blacks and Hispanics was slightly higher in 1990 than in previous years. In 1990, Blacks won 1.4 percent of Empire State scholarships, 4.4 percent of Regents scholarships and 11.5 percent of Regents nursing scholarships, compared with 0.3 percent, 4.0 percent, and 10.0 percent in 1989. The 1989 and 1990 percentages for Hispanics were 1.1 and 1.0 percent of Empire state scholarships, 3.0 and 3.7 percent of Regents scholarships, and 7.2 and 7.4 percent of Regents nursing scholarships. Blacks and Hispanics were more successful in winning Regents Nursing than other scholarships, although they did not win them in proportion to their population. Minority students, other than Blacks and Hispanics, won disproportionate percentages of all three scholarships; approximately four times as many Empire State Scholarship winners came from this group as their proportion of the school population would predict.

Compared with 1989, the male-female balance of State scholarship recipients has equalized slightly. Approximately equal numbers of males and females won New York State Scholarships in 1990 (Figure 3.13). Males, however, again won the majority (61.4 percent) of the Empire State Scholarships. Women won more than four out of five Regents Nursing Scholarships. For the first time, women also won a slight majority (51.1 percent) of Regents scholarships.

National Programs

There are three national programs in which New York can be compared with other states: the Advanced Placement Program, the National Merit Scholarship Program, and the Westinghouse Science Talent Search. New York students, who accounted for 7.1 percent of 1988-89 U.S. high school graduates, were significantly over-represented among high achievers in these programs.

The Advanced Placement Program of the College Board consists of course syllabi and examinations in 16 disciplines, through which high school students may earn college credit at postsecondary institutions throughout the country. About 310,000 pupils nationwide participated in this program in 1988-89. New York State students wrote 12.4 percent of the Advanced Placement examinations written nationally.

The National Merit Scholarship Program is the nation's largest independently financed competition for undergraduate college scholarships. Each year more than one million students take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test to enter the scholarship competition. About 35,000 were commended for their performance, and 15,000 were named semifinalists. A criterion for selecting semifinalists is established for each state so that the number of semifinalists is proportional to the population of the state. A national criterion, however, is established for commendation; and New York State had a disproportionate share (10.4 percent) of the commended students in 1988-89.

The Westinghouse Science Talent Search endeavors to identify those high school seniors who have the greatest potential to become research scientists and engineers. Entries submitted by about 1,400 contestants are judged in this competition. Winners and those in the Honors Group, who are recognized for the quality of their entries, are frequently offered university and college scholarships. New York students comprised 49.2 percent of the 1987-88 Honors Group and 47.5 percent of the winners.

College Board Achievement Tests

The College Entrance Examination Board's testing program includes achievement tests which many colleges and universities use in admission decisions. The tests are rigorous measures of achievement in 14 different subject areas. Achievement tests were written by 26,243 seniors in New York State's graduating class of 1990.

New York students have always performed very well on the achievement tests, and the class of 1990 was no exception. As shown in Table 3.21, the average score earned by the State's college-bound seniors on all tests combined was 11 points higher than the national average, ranging from 30 points higher on the biology achievement test to 4 points higher on the English composition, mathematics level I, and physics examinations.

Scholastic Aptitude Test

Each year about one million college-bound students nationwide take the Scholastic Aptitude Test (SAT), administered by the College Board's Admissions Testing Program. There are two components to the SAT: the verbal test measures vocabulary and reading comprehension skills, and the mathematics test measures the ability to solve problems involving arithmetic reasoning, algebra, and geometry.

The SAT is intended to predict students' performance in college; it measures abilities that are developed over years of study and use, both in and out of school. Since it does not measure achievement in a particular curriculum, it is not an appropriate measure of a given instructional program's quality and effectiveness.

In New York State, approximately 122,000 students, or 70 percent of the 1989-90 senior class, took the SAT during their high school years. The mean composite score for these students was 882.[9] Table 3.22 shows the trend in SAT verbal, mathematics and composite performance between 1978 and 1990. During this period the mean verbal score decreased 19 points; 7 points of this decrease occurred in the last year. The mean mathematics score decreased 5 points between 1978 and 1983 but increased 4 points since 1983. Since 1978, there has been a 20-point decrease in the composite scores.

Figure 3.14 shows the percentage of SAT-takers in the class of 1990 who attended public, religiously affiliated, and independent schools, while Figure 3.15 displays the mean verbal and mathematics scores for each of these groups. Students attending independent nonpublic schools achieved the highest mean scores on both the verbal and mathematics sections of the test. Public school students achieved somewhat higher mathematics scores than students from religiously affiliated schools; the opposite was true for verbal scores.

The SAT is generally written by students who intend to apply to competitive colleges and universities. Statistics indicated that minorities were not proportionately represented among New York high school students taking the SAT: 72 percent were White, 11 percent Black, 8 percent Hispanic, and 9 percent from other minority groups. Figure 3.16 compares these figures with the percentages of minorities among high school seniors in New York State. Blacks, particularly, were underrepresented among SAT-takers in comparison to their proportion of the population.

SAT scores for the class of 1990 show significant differences among New York State students according to race/ethnicity (Table 3.23). Blacks received the lowest mean scores on both the verbal and mathematics components. Their mean composite score was 186 points lower than that for Whites, compared to a 192-point difference in 1989. The composite score for Hispanics was 162 points lower than the comparable score for Whites. Other minorities achieved composite scores intermediate between those of Whites and Hispanics.

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[9] If students took the test more than once, their most recent score was used in this calculation.

A College Board[10] analysis of self-reported data from New York students taking the SAT in 1985 suggested that socioeconomic factors influence the racial/ethnic differences in SAT scores. New York State Black and Hispanic students taking the test, who as a group received lower scores than Whites, reported significantly lower parental incomes than Whites taking the test. More than one-third (35.2 percent) of Black students and almost one-half (45.6 percent) of Hispanic students reported parental income below $12,000. In contrast, only 8.8 percent of Whites reported parental income within this category.

SAT scores for the class of 1990 demonstrate significant differences between New York State male and female students (see Table 3.22). Slightly more females than males took the SAT: 53 percent of those tested were female and 47 percent were male. Males scored 54 points higher on the combined tests than females. Approximately 80 percent of the difference in the composite scores (43 points) was accounted for by the difference in scores for the mathematics component. The pattern of gender difference in class of 1990 SAT scores is consistent with the patterns seen in sample prior years of 1978 and 1983. Since 1978, the mean verbal score for males has decreased 17 points, while the mean score for females decreased 20 points. During this period, however, males' advantage over females in mathematics scores has decreased slightly.

The lower SAT performance of females may be partially accounted for by differences between the male and female populations of test-takers. Women from families of lower socioeconomic status as indicated by income and parental education are more likely than men from similar families to take the SAT. In New York State's 1990 senior class, 63 percent of test-takers reporting that their families were in the lowest income bracket (under $10,000) were female. In contrast, only 49 percent of test-takers reporting the highest income bracket ($70,000) were female. In addition, more female (58 percent) than male (42 percent) test-takers reported that their parents had not earned a high school diploma. Since SAT performance correlates highly with parent income and education, the fact that more female test-takers report coming from families with low incomes and less education may explain some of the gap in mean performance between males and females. The greater number of female test-takers from lower-income, lower-education families does not explain, however, the small number of female test-takers relative to male-test takers who earn scores above 700 on the verbal and mathematics sections.

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[10] Admissions Testing program, *New York: College-Bound Seniors, 1985* (Princeton, NJ: The College Board, 1986).

CONCLUSION

There were differences in performance among schools according to public school community type and nonpublic school location on each New York State measure of performance: PEP tests, Program Evaluation Tests, RCTs, Regents examinations, and Regents diplomas. Almost uniformly, schools in New York City had the lowest level of performance of all community types, while schools in Non-city Districts and nonpublic schools had the highest levels. Some schools within every category, however, were exceptionally successful on the State tests.

Public schools within every community type have improved their performance over the last five years on all Pupil Evaluation Program tests except grade 3 reading. Performance in nonpublic schools improved on the mathematics and writing tests.

The variation among schools according to minority composition category was greater than the variation according to school category. Schools with the largest percentages of minority students performed less well than schools with the smallest percentages of minority students. The differences in performance among minority composition categories were greater on measures of excellence (Regents examinations and Regents diplomas) than on measures of basic competence (PEP tests and RCTs). Some schools with high proportions of minority students, however, performed exceptionally well on State tests. Black and Hispanic students received fewer local and Regents diplomas and fewer State scholarships than would be expected from their proportion in the school population. Their SAT scores also were substantially lower than the SAT scores of White students.

Few differences in performance were found between males and females at the elementary level, although females outperformed males on the grade 5 writing test. Differences emerged, however, at the high school level. A larger percentage of the average female enrollment than the average male enrollment passed Regents examinations (except for global studies and three science examinations). Females were awarded a larger portion of both Regents and local diplomas, but received substantially fewer Empire State scholarships.

FIGURE 3.1
PERCENT OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS SCORING ABOVE THE STATE REFERENCE POINTS
PUPIL EVALUATION PROGRAM TESTS
NEW YORK STATE
1985-86 TO 1989-90

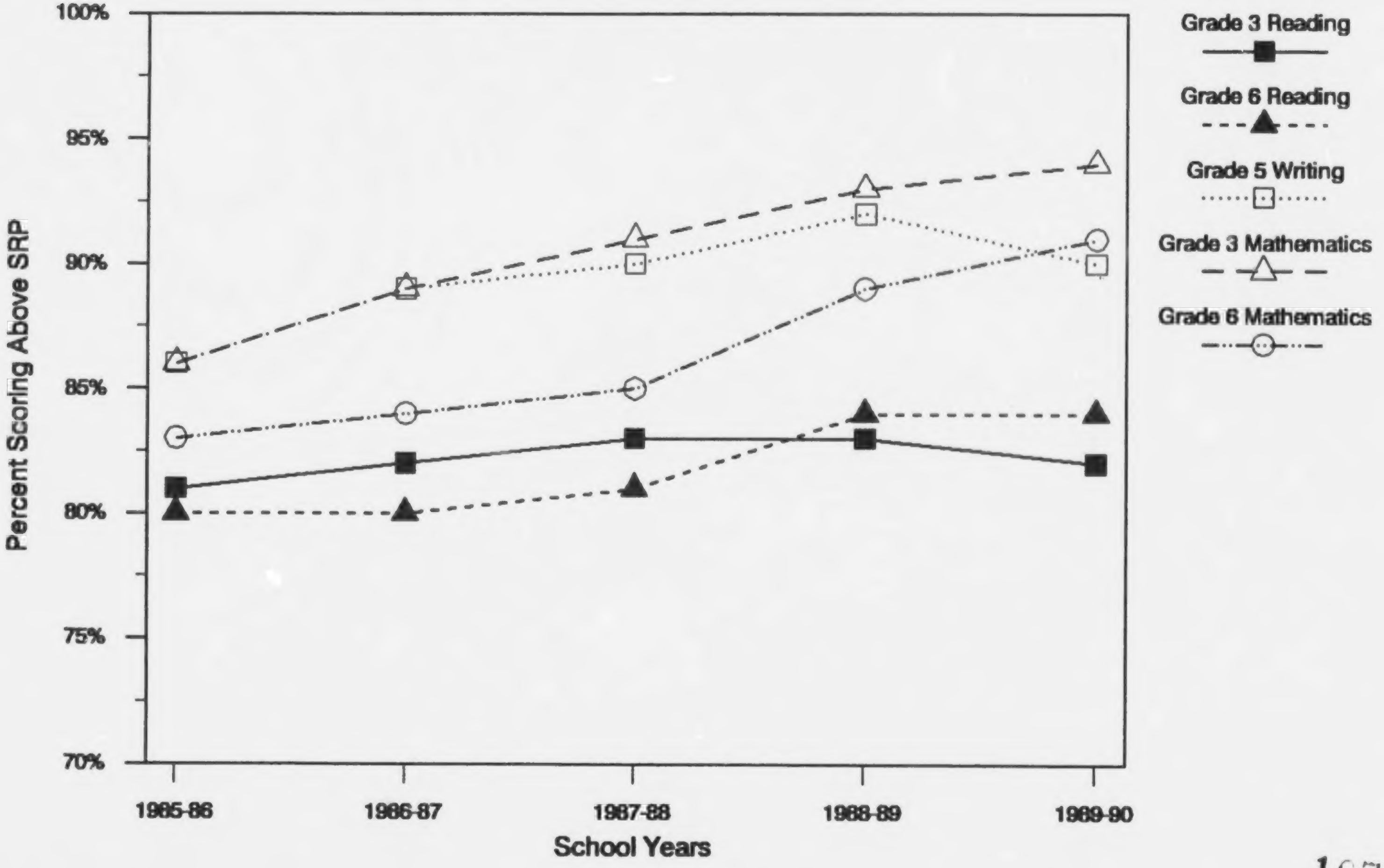


TABLE 3.1A

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT GRADE 3 PUPIL EVALUATION PROGRAM TEST IN READING

NEW YORK STATE

1985-86 TO 1989-90

Category of Schools	School Year				
	1985-86	1986-87	1987-88	1988-89	1989-90
PUBLIC					
New York City	60%	65%	68%	68%	66%
Large City Districts	78	76	79	77	77
Other City Districts	87	86	88	88	86
Non-city Districts	92	92	92	93	91
Total	79%	81%	83%	83%	81%
NONPUBLIC					
New York City	82%	82%	84%	80%	80%
Other Nonpublic	91	91	91	91	90
Total	86%	86%	87%	85%	85%
TOTAL STATE	81%	82%	83%	83%	82%

TABLE 3.1B

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT GRADE 6 PUPIL EVALUATION PROGRAM TEST IN READING

NEW YORK STATE

1985-86 TO 1989-90

Category of Schools	School Year				
	1985-86	1986-87	1987-88	1988-89	1989-90
PUBLIC					
New York City	63%	65%	65%	71%	71%
Large City Districts	72	71	74	75	80
Other City Districts	82	83	85	88	88
Non-city Districts	88	89	90	92	93
Total	79%	79%	80%	84%	84%
NONPUBLIC					
New York City	79%	78%	79%	81%	82%
Other Nonpublic	88	87	89	92	91
Total	83%	82%	83%	86%	86%
TOTAL STATE	80%	80%	81%	84%	84%

TABLE 3.1C

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT GRADE 5 PUPIL EVALUATION PROGRAM TEST IN WRITING

NEW YORK STATE

1985-86 TO 1989-90

Category of Schools	School Year				
	1985-86	1986-87	1987-88	1988-89	1989-90
PUBLIC					
New York City	78%	82%	82%	85%	81%
Large City Districts	80	86	89	89	90
Other City Districts	89	91	94	94	94
Non-city Districts	91	93	95	96	95
Total	86%	89%	90%	92%	90%
NONPUBLIC					
New York City	86%	87%	88%	89%	88%
Other Nonpublic	91	92	93	94	93
Total	88%	89%	90%	91%	90%
TOTAL STATE	86%	89%	90%	92%	90%

TABLE 3.1D

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT GRADE 3 PUPIL EVALUATION PROGRAM TEST IN MATHEMATICS

NEW YORK STATE

1985-86 TO 1989-90

Category of Schools	School Year				
	1985-86	1986-87	1987-88	1988-89	1989-90
PUBLIC					
New York City	68%	77%	80%	85%	87%
Large City Districts	88	89	92	93	94
Other City Districts	94	95	96	97	97
Non-city Districts	97	97	97	98	99
Total	86%	89%	91%	93%	94%
NONPUBLIC					
New York City	85%	87%	89%	90%	91%
Other Nonpublic	94	94	95	96	97
Total	89%	90%	92%	93%	94%
TOTAL STATE	86%	89%	91%	93%	94%

TABLE 3.1E

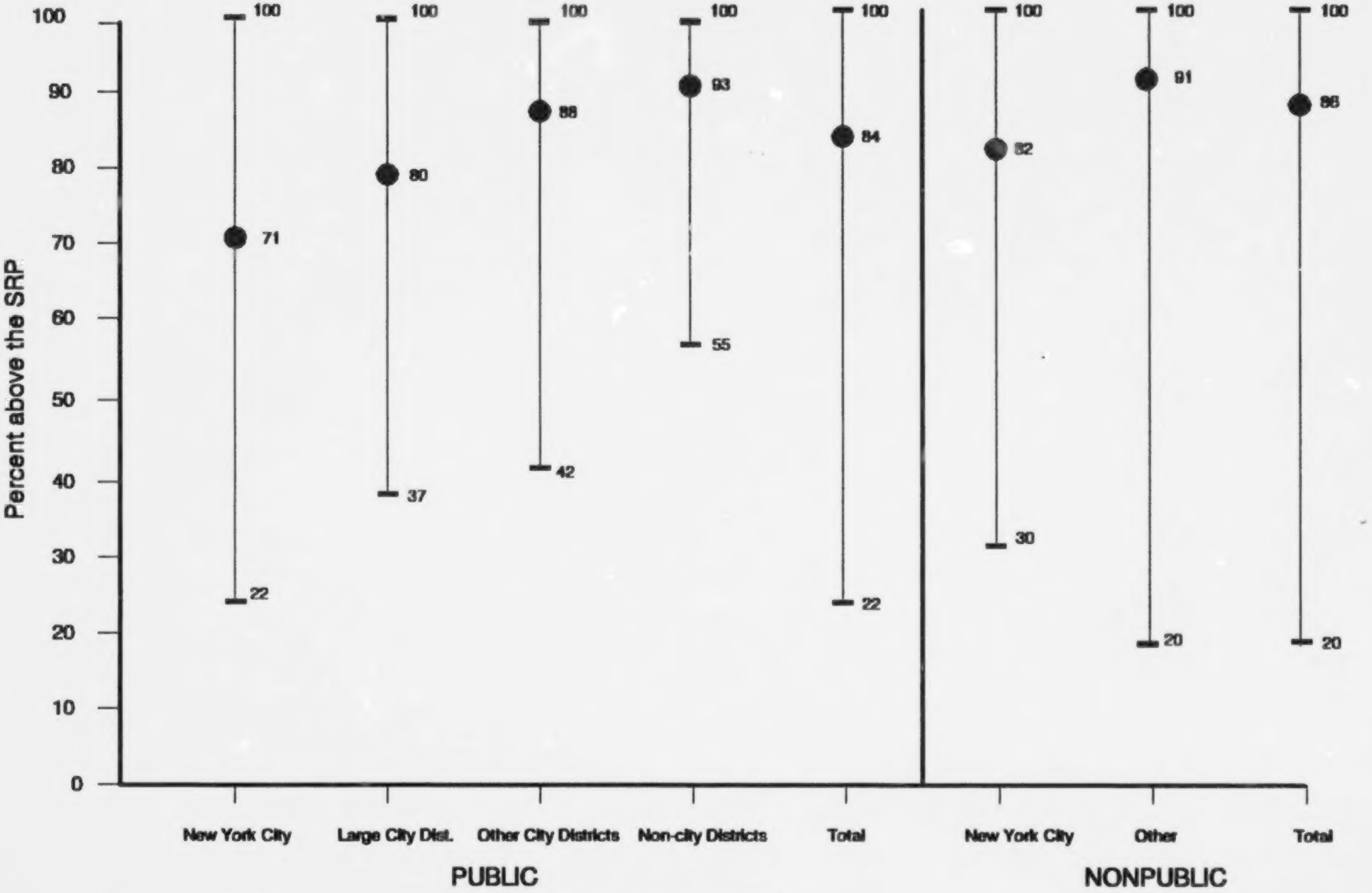
PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT GRADE 6 PUPIL EVALUATION PROGRAM TEST IN MATHEMATICS

NEW YORK STATE

1985-86 TO 1989-90

Category of Schools	School Year				
	1985-86	1986-87	1987-88	1988-89	1989-90
PUBLIC					
New York City	64%	65%	66%	75%	80%
Large City Districts	80	80	83	84	89
Other City Districts	89	90	92	94	96
Non-city Districts	93	94	95	96	98
Total	82%	83%	84%	88%	91%
NONPUBLIC					
New York City	84%	85%	86%	89%	92%
Other Nonpublic	92	92	93	95	96
Total	88%	88%	89%	92%	94%
TOTAL STATE	83%	84%	85%	89%	91%

FIGURE 3.2
RANGE OF THE PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT FOR THE GRADE 6 PUPIL EVALUATION PROGRAM TEST IN READING
NEW YORK STATE
MAY 1990



● = median percent of students scoring above the State reference point.

TABLE 3.2

NUMBER TESTED AND PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINTS ALTERNATIVE LANGUAGE EDITIONS OF THE GRADES 3 AND 6 PUPIL EVALUATION PROGRAM TESTS IN MATHEMATICS

NEW YORK STATE

MAY 1990

Test and Category of School	Number Tested	Percent Scoring Above State Reference Point
Grade 3 Mathematics		
Public		
New York City	2,642	63.0%
Rest of State	371	73.0
Total	3,013	64.2%
Nonpublic		
New York City	2	50.0%
Other Nonpublic	1	100.0
Total	3	66.7%
TOTAL STATE	3,016	64.2%
Grade 6 Mathematics		
Public		
New York City	2,271	42.4%
Rest of State	308	59.7
Total	2,579	44.4%
Nonpublic		
New York City	4	75.0%
Othe Nonpublic	28	50.0
Total	32	53.1%
TOTAL STATE	2,611	44.5%

Note: The data provided are for those pupils who took the Chinese, French, Haitian Creole, or Spanish language editions of the grades 3 and 6 mathematics tests in May 1990.

TABLE 3.3

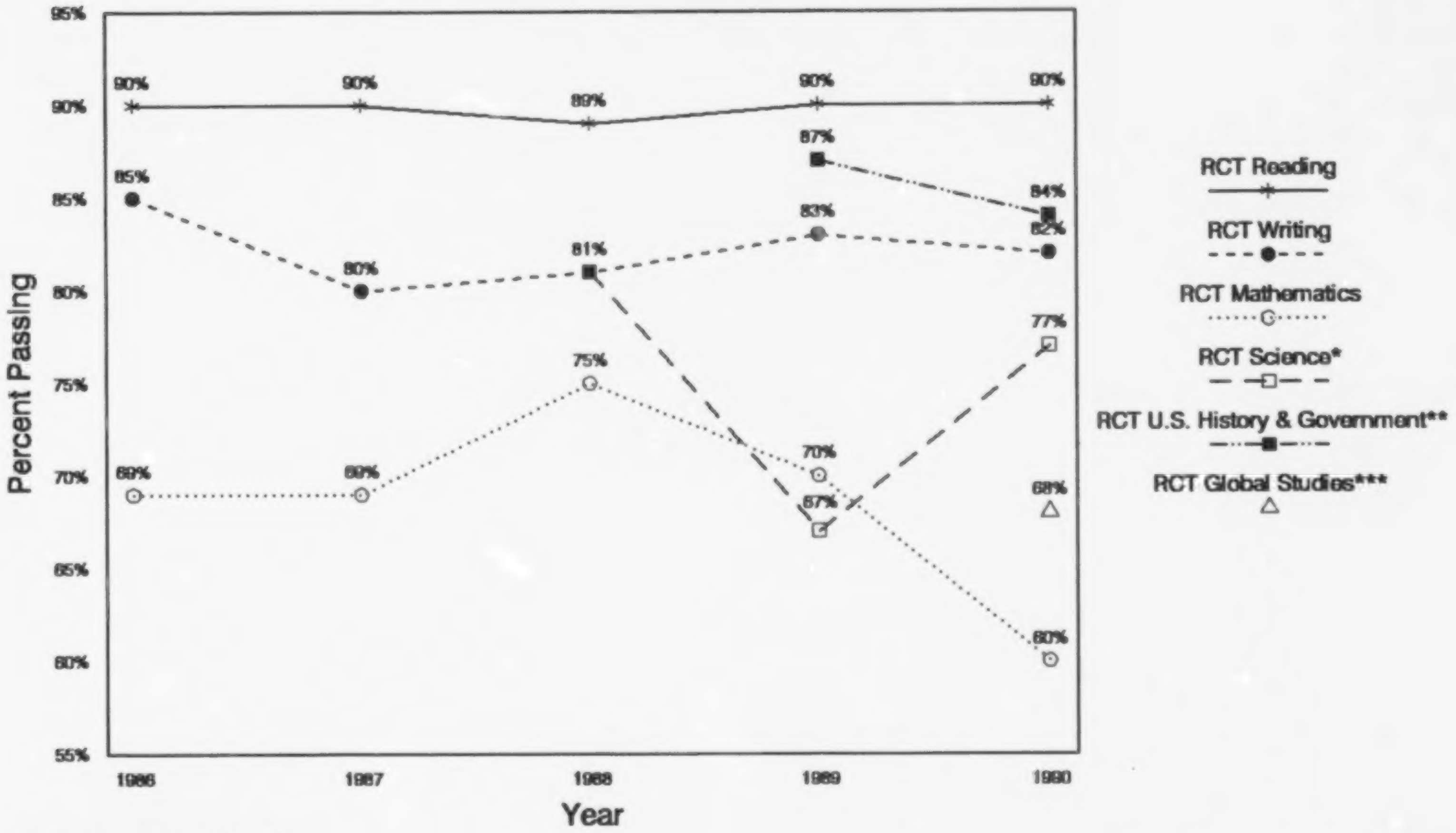
MEAN SCORE FOR THE PROGRAM EVALUATION TESTS IN SCIENCE AND SOCIAL STUDIES

NEW YORK STATE

MAY 1990

Category of School	Grade 6 Social Studies	Grade 8 Social Studies	Grade 4 Science		
			Mean Score		
	Mean Score	Mean Score	Objective Content	Objective Skills	Manipulative Skills
PUBLIC					
New York City	35.2	35.9	17.1	9.6	15.3
Large City Districts	38.1	39.1	18.3	10.1	16.0
Other City Districts	40.8	43.5	20.3	11.4	17.5
Non-city Districts	43.3	46.5	21.2	12.1	18.3
Total	40.1	42.5	19.5	11.0	17.1
NONPUBLIC					
New York City	39.4	43.6	18.7	10.4	16.1
Other Nonpublic	43.2	47.2	21.2	12.0	17.7
Total	41.0	45.1	19.8	11.1	16.8
TOTAL STATE	40.2	42.9	19.6	11.1	17.0

FIGURE 3.3
PERCENT OF STUDENTS PASSING THE JANUARY OR JUNE ADMINISTRATION OF THE REGENTS COMPETENCY TESTS
NEW YORK STATE
1986 TO 1990



* First administered in 1988.
** First administered in 1989.
*** First administered in 1990.

TABLE 3.4A

NUMBER OF PAPERS WRITTEN AND PERCENT PASSING THE JANUARY ADMINISTRATION OF THE REGENTS COMPETENCY TEST IN READING

NEW YORK STATE

JANUARY 1986 TO JANUARY 1990

Category of Schools	1986		1987		1988		1989		1990	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC										
New York City	38,154	83%	40,340	83%	40,827	82%	36,311	84%	34,811	83%
Large City Districts	5,897	86	5,532	89	4,924	90	4,747	90	4,660	89
Other City Districts	7,967	93	8,417	89	8,390	92	7,275	92	6,440	94
Non-city Districts	40,722	94	39,282	95	39,021	94	34,182	95	30,446	96
Total	92,740	89%	93,571	89%	93,162	89%	82,515	90%	76,357	90%
NONPUBLIC										
New York City	5,023	94%	5,317	95%	4,991	93%	4,844	94%	3,804	94%
Other Nonpublic	3,339	95	3,258	94	3,355	95	2,931	95	2,611	94
Total	8,362	95%	8,575	95%	8,346	94%	7,775	95%	6,415	94%
TOTAL STATE	101,102	90%	102,146	90%	101,508	89%	90,290	90%	82,772	90%

TABLE 3.4B

NUMBER OF PAPERS WRITTEN AND PERCENT PASSING THE JANUARY ADMINISTRATION OF THE REGENTS COMPETENCY TEST IN WRITING

NEW YORK STATE

JANUARY 1986 TO JANUARY 1990

Category of Schools	1986		1987		1988		1989		1990	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC										
New York City	40,050	77%	42,354	69%	43,553	71%	37,616	71%	35,705	71%
Large City Districts	6,092	86	5,914	85	5,680	88	4,934	88	4,669	85
Other City Districts	8,354	84	8,828	82	9,063	83	7,488	87	6,579	85
Non-city Districts	42,428	90	40,657	90	42,114	89	36,262	91	32,139	90
Total	96,924	84%	97,753	80%	100,410	81%	86,300	82%	79,092	81%
NONPUBLIC										
New York City	5,011	92%	4,448	90%	4,922	89%	4,836	92%	4,280	88%
Other Nonpublic	3,380	92	3,486	93	3,554	86	2,848	93	2,639	90
Total	8,391	92%	7,934	91%	8,476	88%	7,684	92%	6,919	88 %
TOTAL STATE	105,315	85%	105,687	80%	108,886	81%	93,984	83%	86,011	82%

TABLE 3.4C

NUMBER OF PAPERS WRITTEN AND PERCENT PASSING THE JUNE ADMINISTRATION OF THE REGENTS COMPETENCY TEST IN MATHEMATICS

NEW YORK STATE

JUNE 1986 TO JUNE 1990

Category	1986		1987		1988		1989		1990	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC										
New York City	45,483	54%	61,197	59%	53,628	65%	50,126	56%	52,845	44%
Large City Districts	4,689	66	4,675	69	4,487	73	4,174	68	4,272	56
Other City Districts	9,831	75	9,301	77	8,154	84	7,907	80	8,265	71
Non-city Districts	40,702	83	36,117	83	33,392	89	33,398	85	33,261	79
Total	100,705	69%	111,290	69%	99,661	75%	95,605	69%	98,643	59%
NONPUBLIC										
New York City	6,050	74%	5,048	71%	5,375	79%	5,479	76%	5,410	66%
Other Nonpublic	3,057	78	3,079	78	2,973	83	2,825	79	2,693	70
Total	9,107	75%	8,127	74	8,348	80%	8,304	77%	8,103	68%
TOTAL STATE	109,812	69%	119,417	69%	108,009	75%	103,909	70%	106,746	60%

TABLE 3.4D
NUMBER OF PAPERS WRITTEN AND PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN SCIENCE
NEW YORK STATE
JUNE 1988 THROUGH JUNE 1990

	Science					
Category of Schools	1988		1989		1990	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC						
New York City	31,665	67%	41,271	50%	12,576	78%
Large City Districts*	3,695	76	4,123	58	2,998	85
Other City Districts	7,753	83	7,820	73	5,871	86
Non-city Districts	34,879	90	35,475	82	31,035	90
Total	77,992	80%	88,689	65%	52,480	86%
NONPUBLIC						
New York City	7,858	88%	8,135	76%	4,463	89%
Other Nonpublic	2,939	91	3,489	78	2,534	91
Total	10,797	88%	11,624	77	6,997	90%
TOTAL STATE	88,789	81%	100,313	67%	59,477	87%

TABLE 3.4E

NUMBER OF PAPERS WRITTEN AND PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TESTS IN U. S. HISTORY & GOVERNMENT AND GLOBAL STUDIES

NEW YORK STATE

JUNE 1989 AND JUNE 1990

Category of Schools	U. S. History & Government				Global Studies	
	1989		1990		1990	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC						
New York City	12,576	78%	16,577	74%	19,107	51.9%
Large City Districts	2,998	85	3,121	79	2,918	62.0
Other City Districts	5,871	86	6,000	84	5,752	68.4
Non-city Districts	31,035	90	29,395	89	27,784	77.0
Total	52,480	86%	55,093	83%	55,561	66.7%
NONPUBLIC						
New York City	4,463	89%	4,170	87%	5,085	76.1%
Other Nonpublic	2,534	91	1,984	88	2,296	78.2
Total	6,997	90%	6,154	87%	7,381	76.8%
TOTAL STATE	59,477	87%	61,247	84%	62,942	67.9%

TABLE 3.5

NUMBER TESTED AND PERCENT OF STUDENTS PASSING THE NATIVE LANGUAGE WRITING TEST

NEW YORK STATE

JUNE 1990

Category of School	Number Tested	Percent Passing
PUBLIC		
New York City	774	80%
Rest of State	213	78
Total	987	78%
NONPUBLIC		
New York City	37	97%
Other Nonpublic	1	100
Total	38	97%
TOTAL STATE	1,025	78%

Note: The data are for those pupils who took one of the twenty-nine editions of the Native Language Writing Test.

TABLE 3.6

NUMBER TESTED AND THE PERCENT OF STUDENTS PASSING THE ALTERNATIVE LANGUAGE EDITIONS OF THE REGENTS COMPETENCY TESTS IN MATHEMATICS, SCIENCE, GLOBAL STUDIES, AND U.S. HISTORY AND GOVERNMENT

NEW YORK STATE

JUNE 1990

Category of School	Mathematics		Science		Global Studies		U. S. History and Government	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC								
New York City	2,776	37%	856	30%	749	40%	1,107	67%
Rest of State	597	33	193	40	156	47	314	62
Total	3,373	36%	1,049	32%	905	42%	1,421	66%
NONPUBLIC								
New York City	15	87%	4	50%	1	100%	2	50%
Rest of State	2	50	0	0	0	0	0	0
Total	17	82%	4	50%	1	100%	2	50%
TOTAL STATE	3,390	36%	1,053	32%	906	42%	1,423	66%

Note: The data provided are for those students who took one of the 29 alternative language editions of the Regents Competency Test in Mathematics and/or one of the six alternative language editions of the Regents Competency Test in Science, the Regents Competency Test i Global Studies, or the Regents Competency Test in U.S. History and Government.

TABLE 3.7

TOTAL NUMBER OF SECONDARY SCHOOLS* AND PERCENT THAT OFFER REGENTS EXAMINATIONS

NEW YORK STATE

1987-88 TO 1989-90

Category of Schools	1987-1988		1988-1989		1989-1990	
	Number of Schools	% Offering Regents Exams	Number of Schools	% Offering Regents Exams	Number of Schools	% Offering Regents Exams
PUBLIC						
New York City	133	84%	134	84%	134	86%
Large City Districts	42	88	39	82	37	89
Other City Districts	67	94	66	94	67	93
Non-city Districts	630	99	629	99	627	100
Total	872	96%	868	96%	865	96%
NONPUBLIC						
New York City	226	50%	220	52%	224	53%
Other Nonpublic	343	36	334	36	324	37
Total	569	42%	554	42%	548	44%
TOTAL STATE	1,441	74%	1,422	75%	1,413	76%

* Secondary school is any school with a 9th grade or higher.

TABLE 3.8

PERCENT OF AVERAGE ENROLLMENT IN PUBLIC AND NONPUBLIC SCHOOLS PASSING JUNE REGENTS EXAMINATIONS

NEW YORK STATE

1978, 1983, AND 1988 THROUGH 1990

Regents Examination	1978	1983	1988	1989	1990
English					
Comprehensive English	42.5 %	48.0 %	47.8 %	45.4 %	44.7 %
Foreign Languages					
Comprehensive French	7.2	7.9	11.9	11.9	12.2
Comprehensive German	1.3	1.3	1.3	1.4	1.2
Comprehensive Hebrew	0.8	0.8	1.1	1.1	1.3
Comprehensive Italian	1.2	1.6	2.4	2.5	2.4
Comprehensive Latin	0.8	0.9	1.6	1.4	1.2
Comprehensive Spanish	13.8	15.1	25.7	26.3	26.1
Mathematics					
Eleventh year mathematics	20.8	21.2	2.7	0.6	-----
Sequential mathematics, course I[a]	43.4	33.1	43.6	46.7	45.0
Sequential mathematics, course II[b]	31.8	24.6	41.0	40.3	37.9
Sequential mathematics, course III	-----	-----	28.0	29.8	30.9
Science					
Biology	36.6	35.6	39.5	42.4	42.1
Chemistry (cancelled 6/89)	23.8	26.7	30.4	-----	30.8
Earth science	11.3	12.8	30.2	32.7	34.6
Physics	13.0	15.0	12.3	17.5	17.9
Social Studies					
Comprehensive Social Studies	44.0	41.9	-----		
Global Studies	-----	-----	-----	43.2	45.6
United States History and Government	-----	-----	43.3	42.4	41.9

a) June 1978 and June 1983 data are for the Regents examination in ninth-year mathematics. June 1988, June 1989 and June 1990 data are for the Regents examination in sequential mathematics, course I.

b) June 1978 and June 1983 data are for the Regents examination in tenth year mathematics. June 1988, June 1989 and June 1990 data are for the Regents examination in sequential mathematics, course II.

FIGURE 3.4A
PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN ENGLISH
NEW YORK STATE
1990

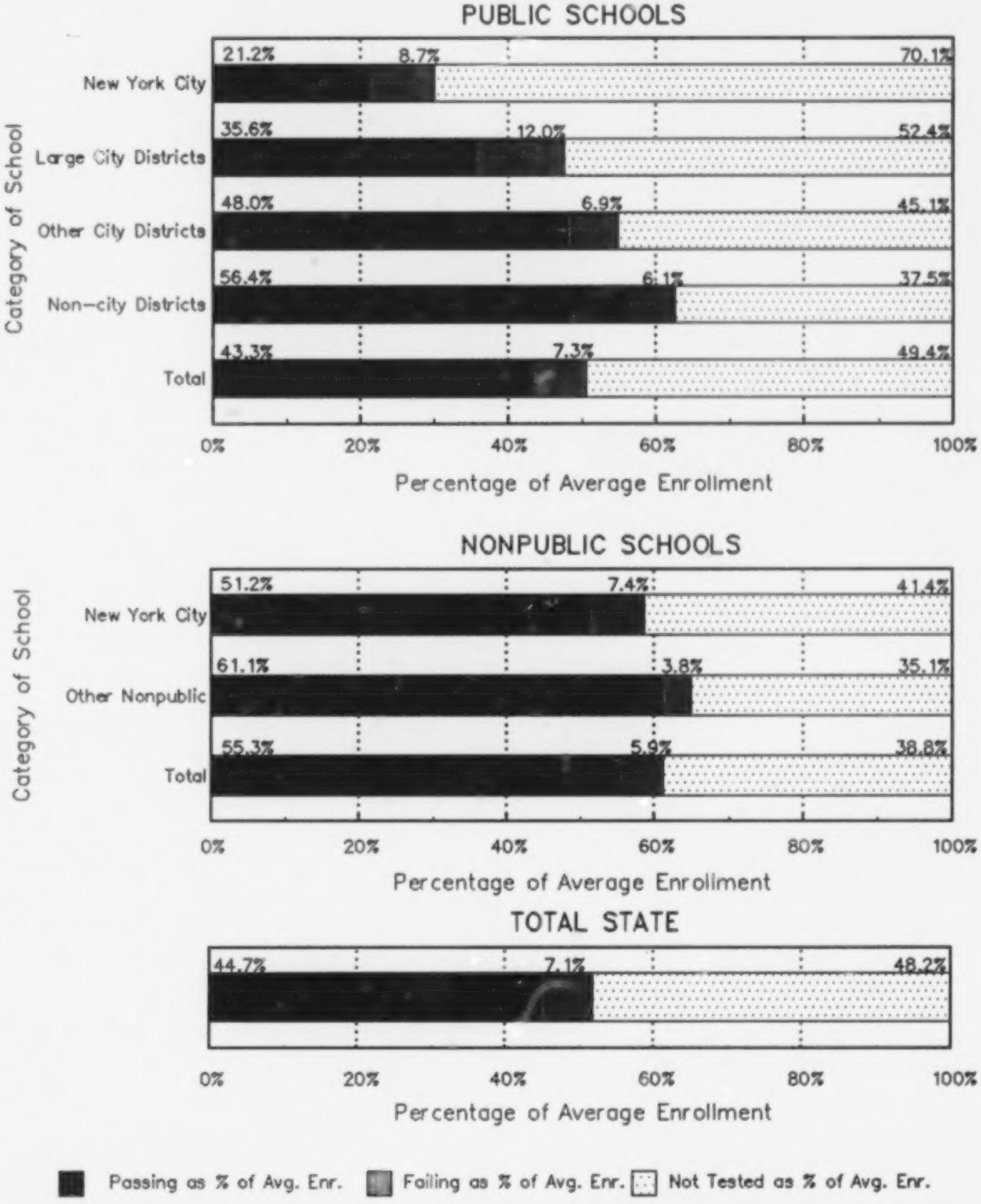


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FIGURE 3.4B
PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN FRENCH
NEW YORK STATE
1990

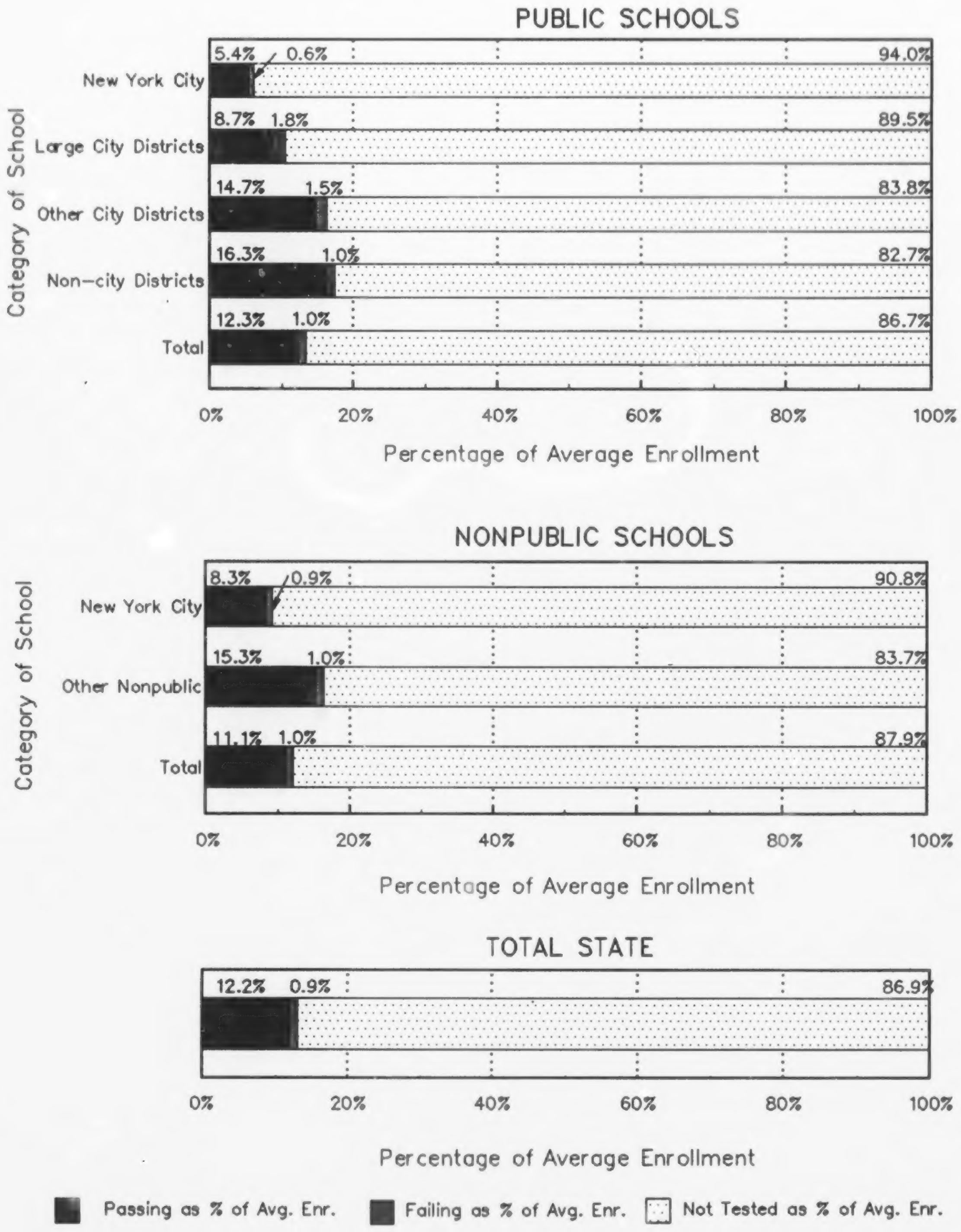
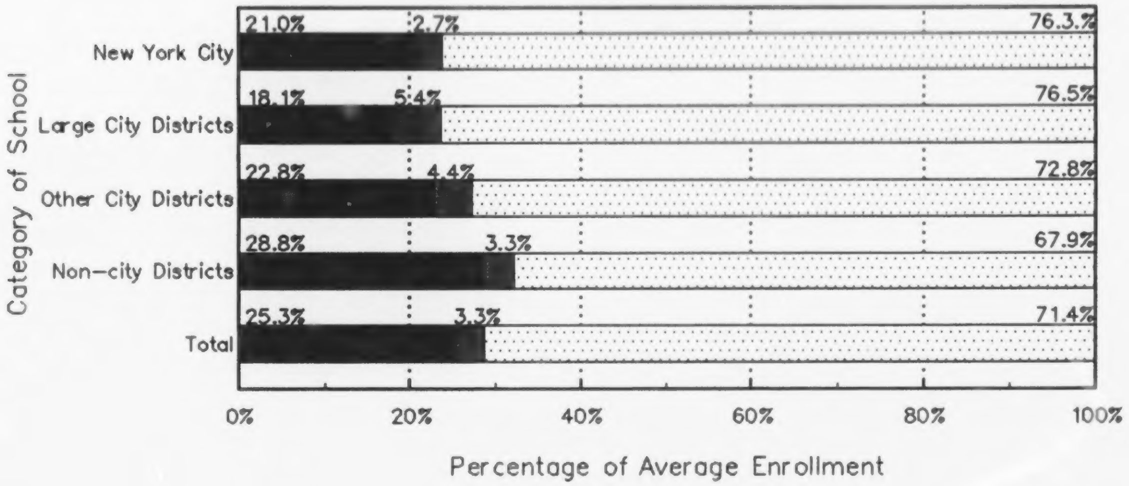
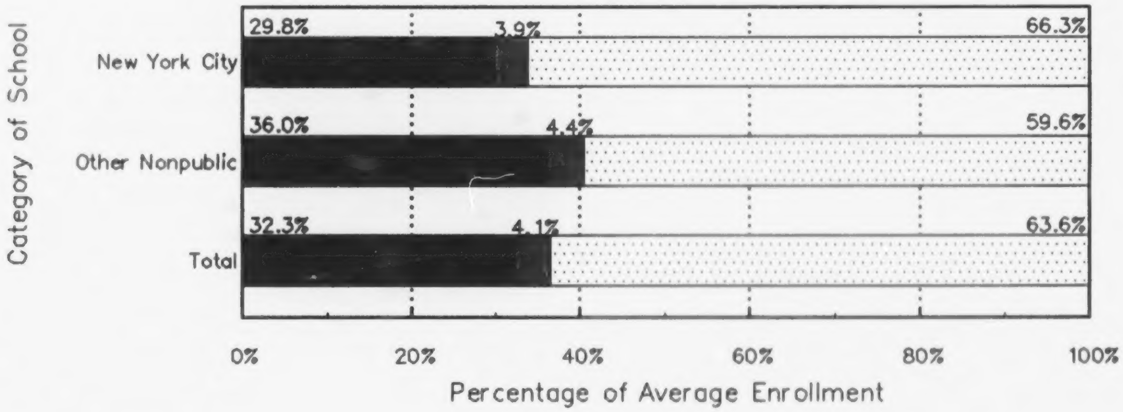


FIGURE 3.4C
PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN SPANISH
NEW YORK STATE
1990

PUBLIC SCHOOLS



NONPUBLIC SCHOOLS



TOTAL STATE

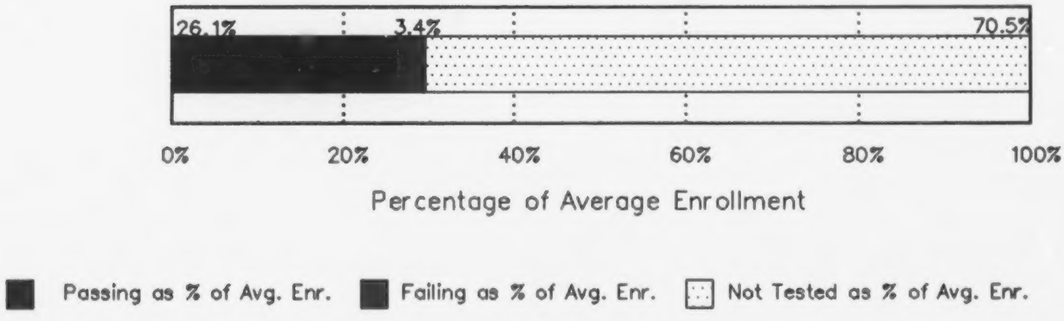


Figure 3.4D
PARTICIPATION RATE AND PERFORMANCE ON THE
REGENTS COMPREHENSIVE EXAMINATION IN FOREIGN LANGUAGES
OTHER THAN FRENCH AND SPANISH
NEW YORK STATE
1990

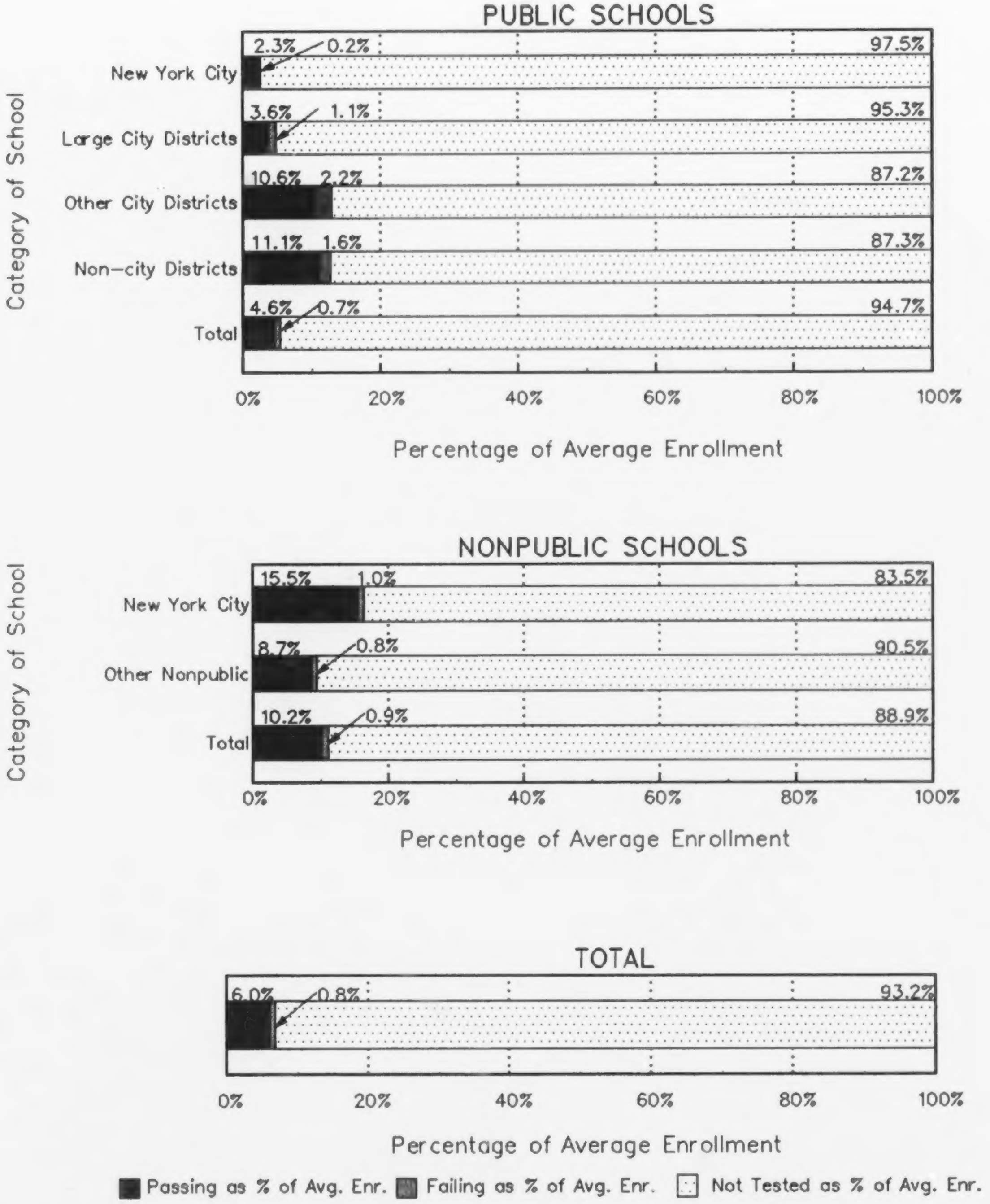
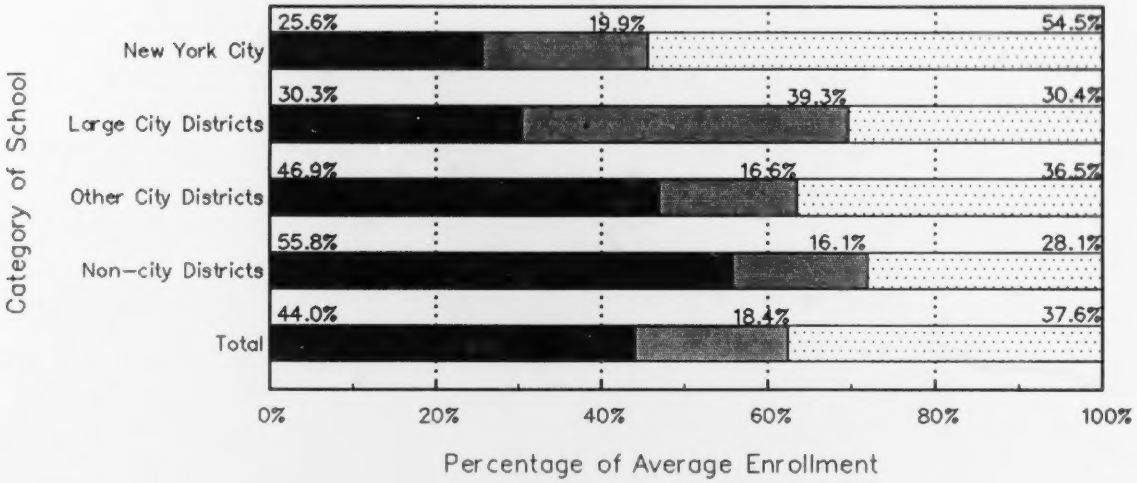
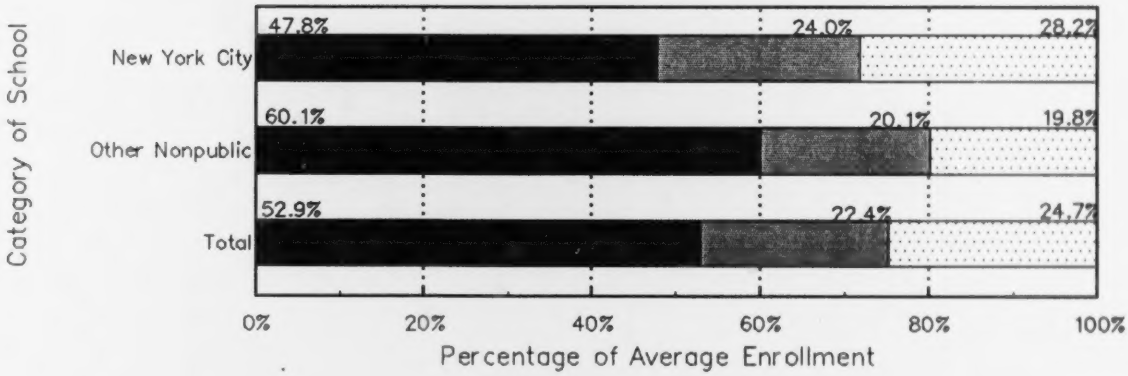


FIGURE 3.4E
PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN MATHEMATICS I
NEW YORK STATE
1990

PUBLIC SCHOOLS



NONPUBLIC SCHOOLS



TOTAL STATE

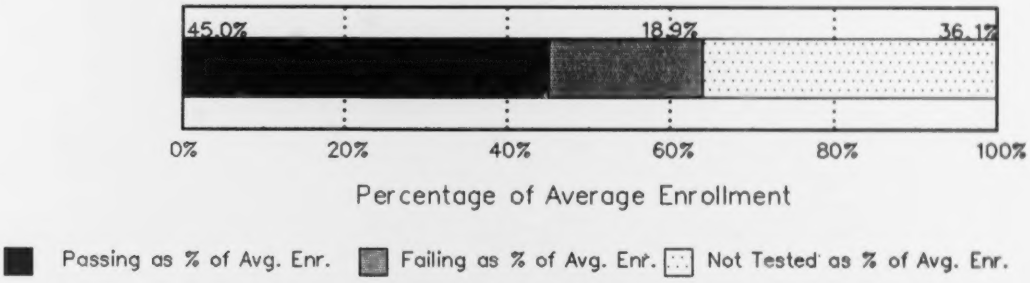
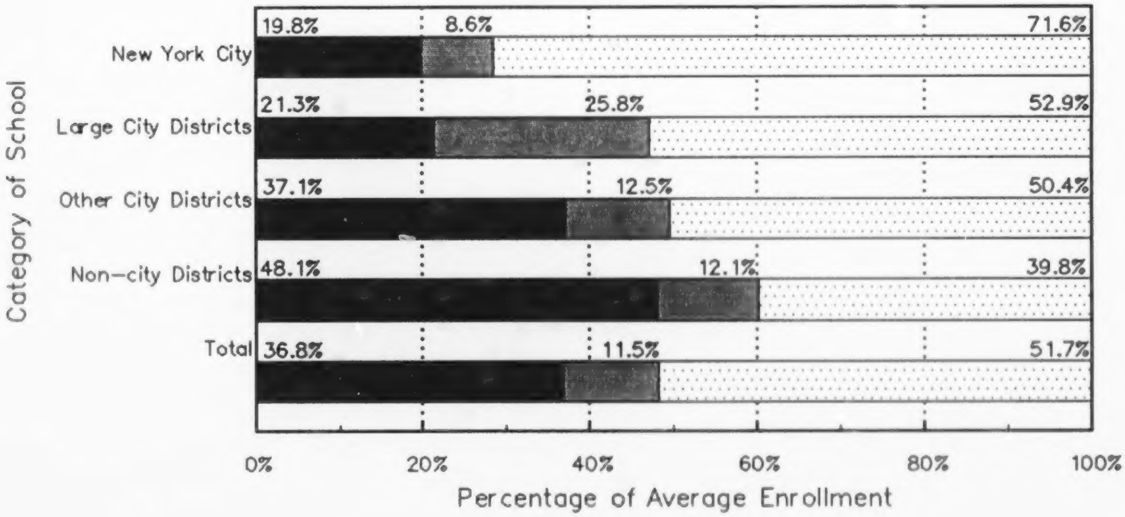
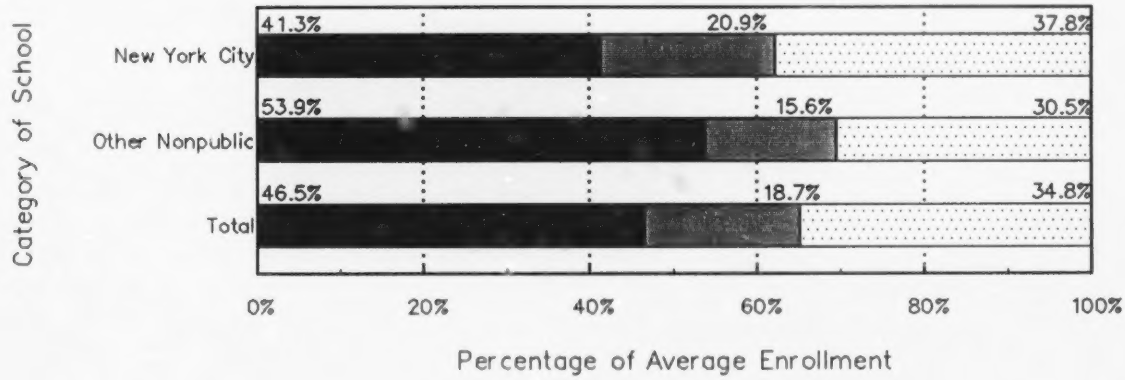


FIGURE 3.4F
PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN MATHEMATICS II
NEW YORK STATE
1990

PUBLIC SCHOOLS



NONPUBLIC SCHOOLS



TOTAL STATE

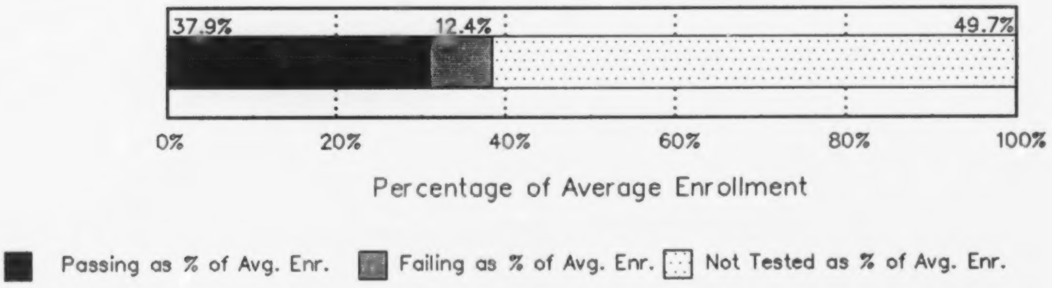


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FIGURE 3.4G

PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN MATHEMATICS III NEW YORK STATE 1990

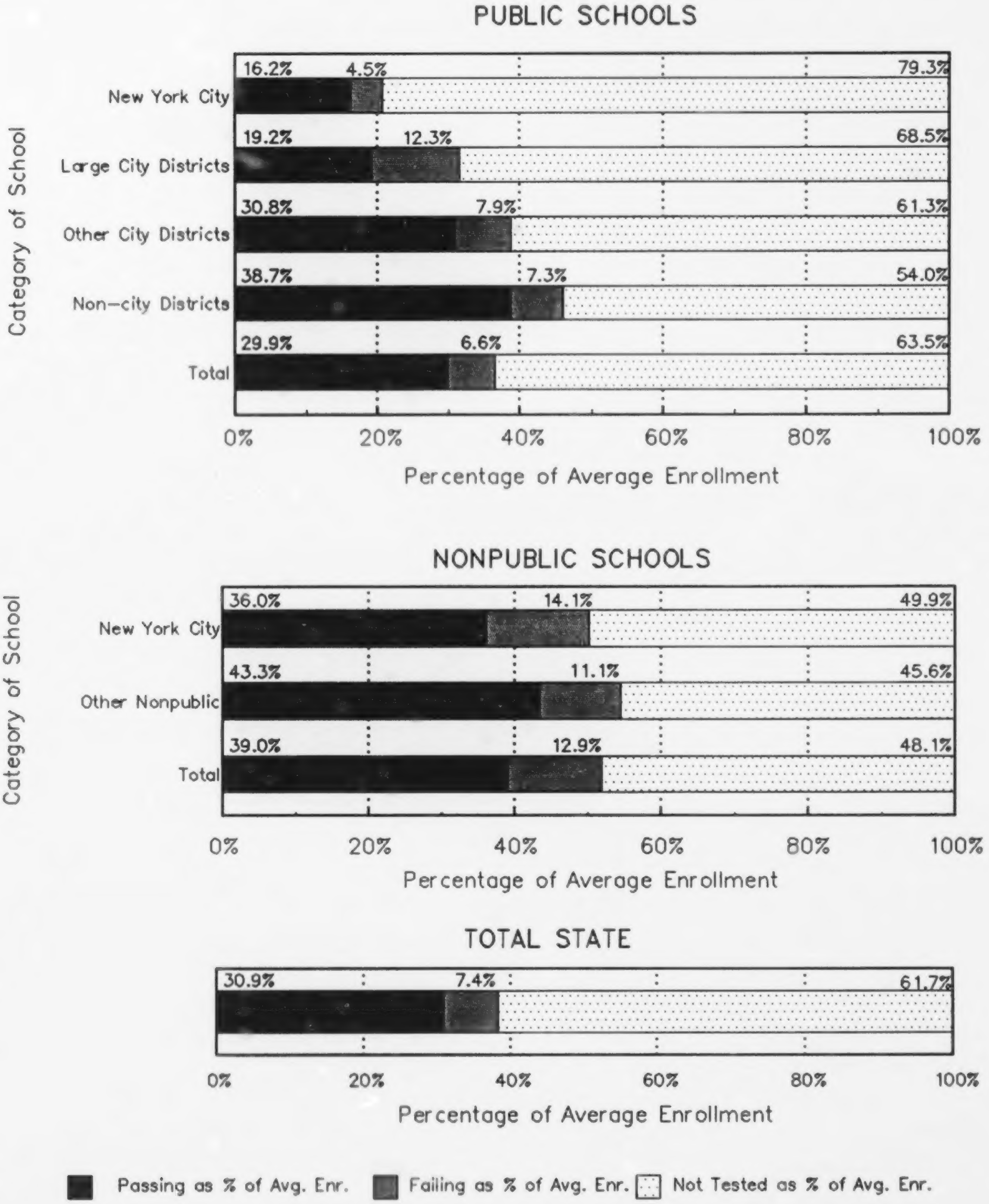
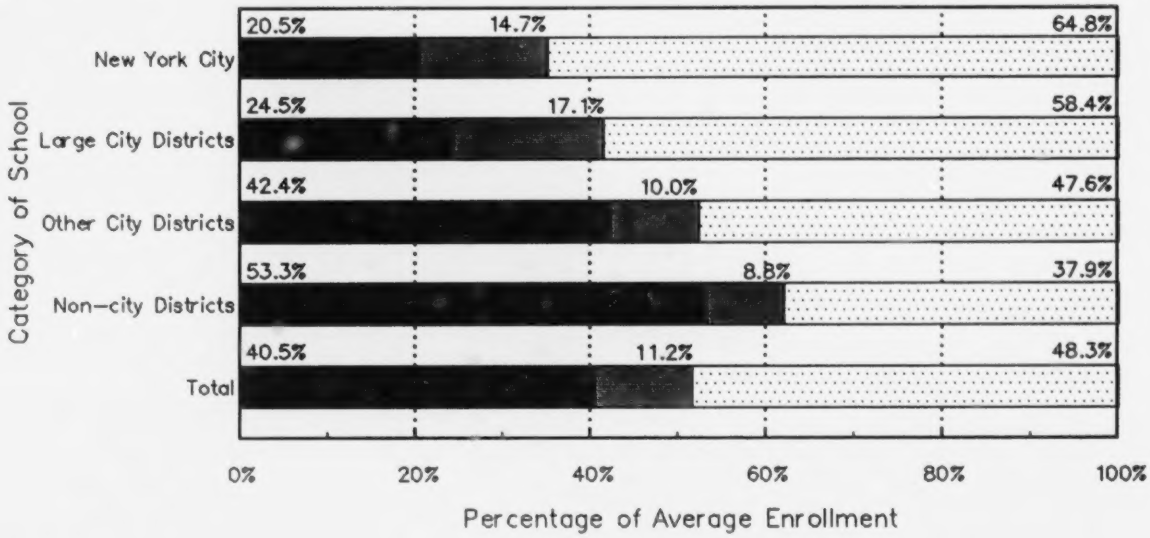
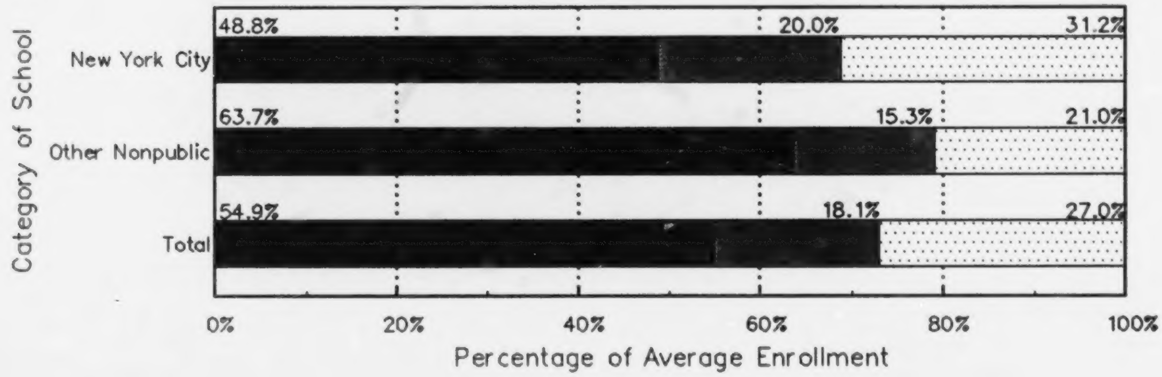


FIGURE 3.4H
PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN BIOLOGY
NEW YORK STATE
1990

PUBLIC SCHOOLS



NONPUBLIC SCHOOLS



TOTAL STATE

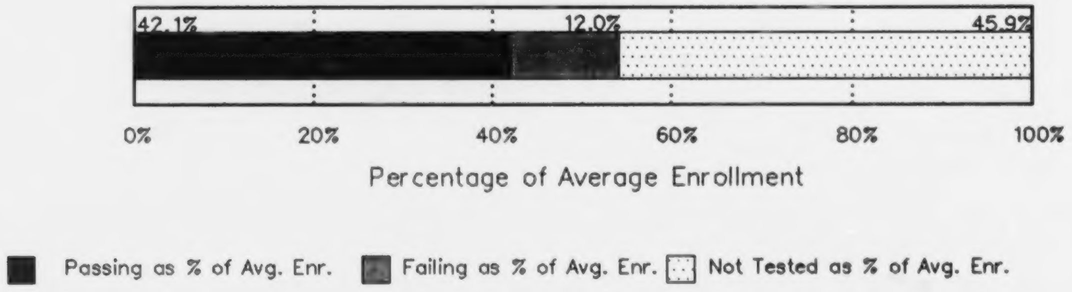


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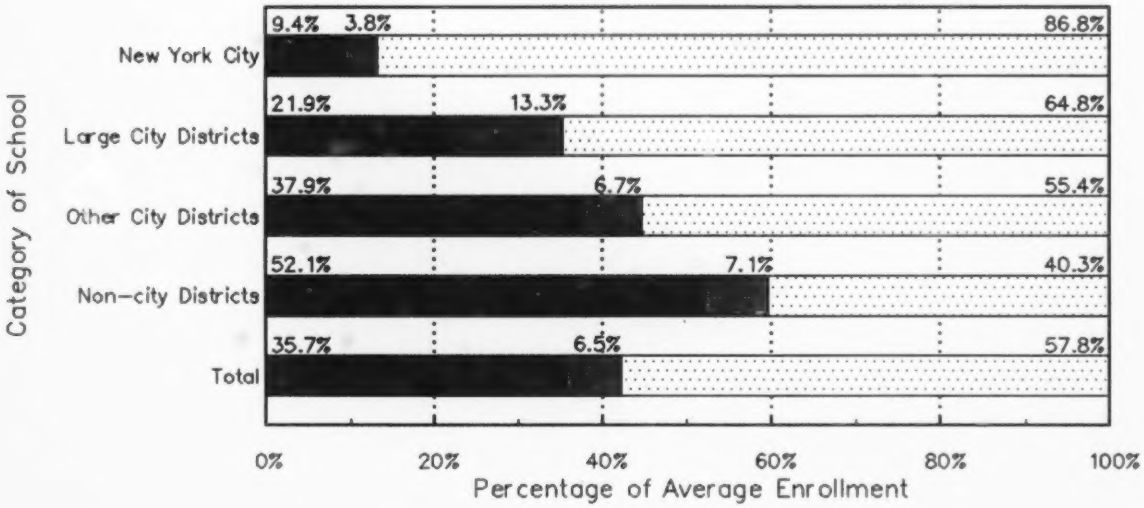
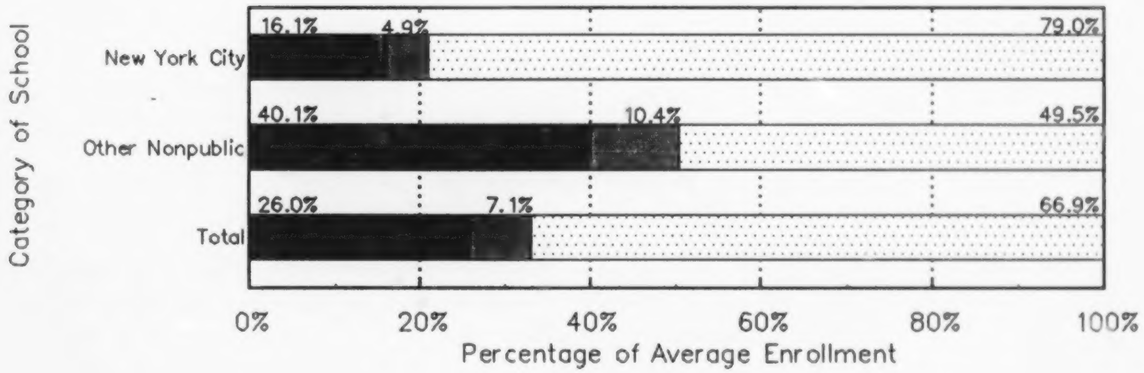
FIGURE 3.41
PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN EARTH SCIENCE
NEW YORK STATE
1990

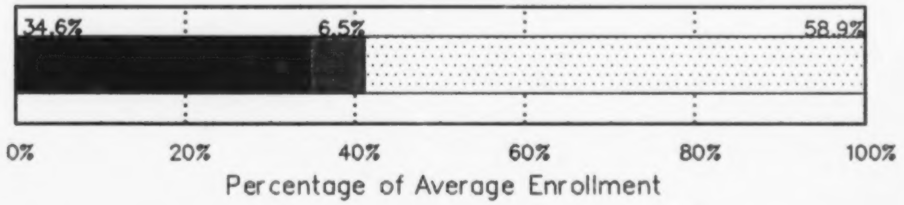
PUBLIC SCHOOLS



NONPUBLIC SCHOOLS



TOTAL STATE



■ Passing as % of Avg. Enr. ▨ Failing as % of Avg. Enr. ⬚ Not Tested as % of Avg. Enr.

FIGURE 3.4J
PARTICIPATION RATE AND PERFORMANCE ON THE
REGENTS COMPREHENSIVE EXAMINATION IN CHEMISTRY
NEW YORK STATE
1990

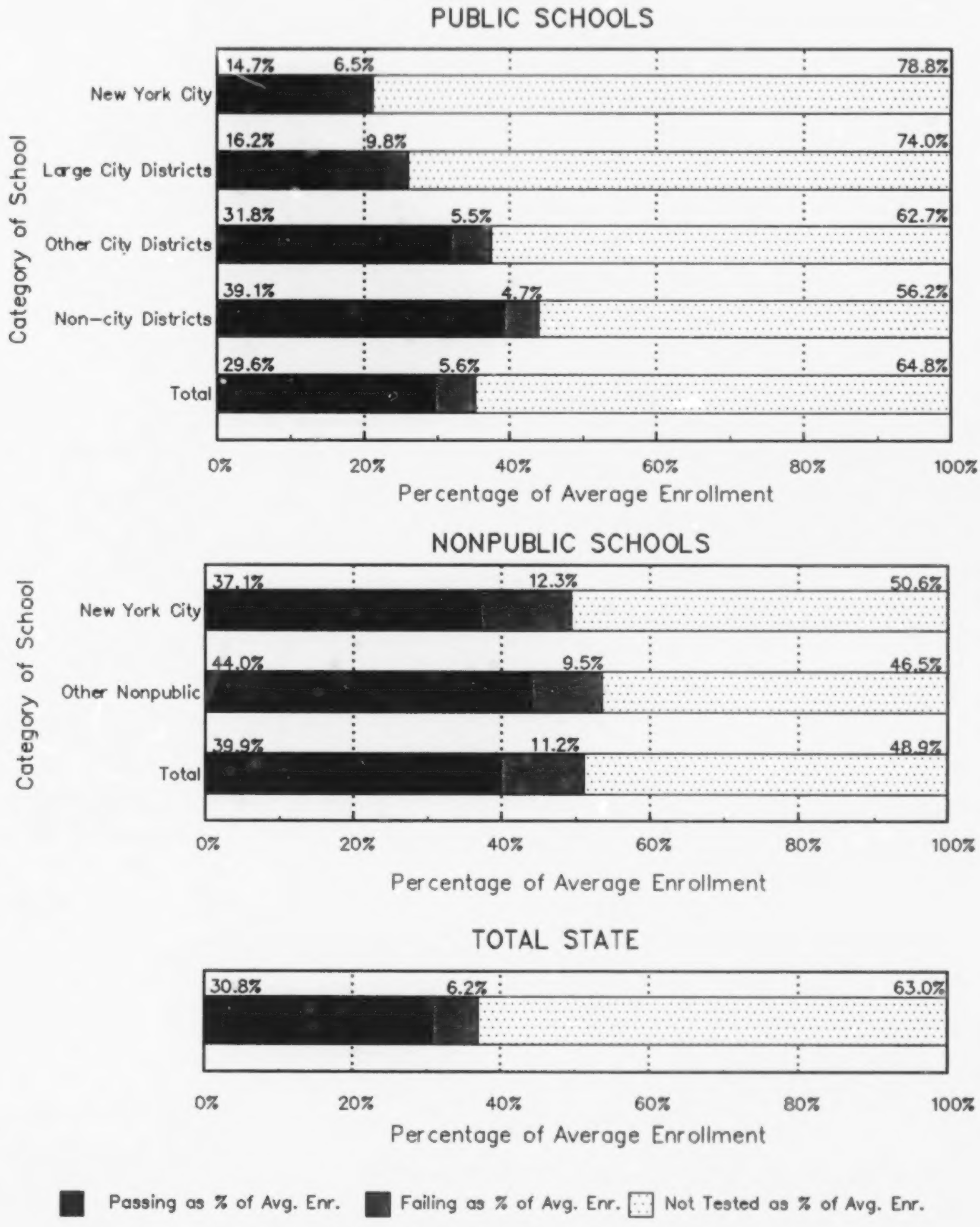


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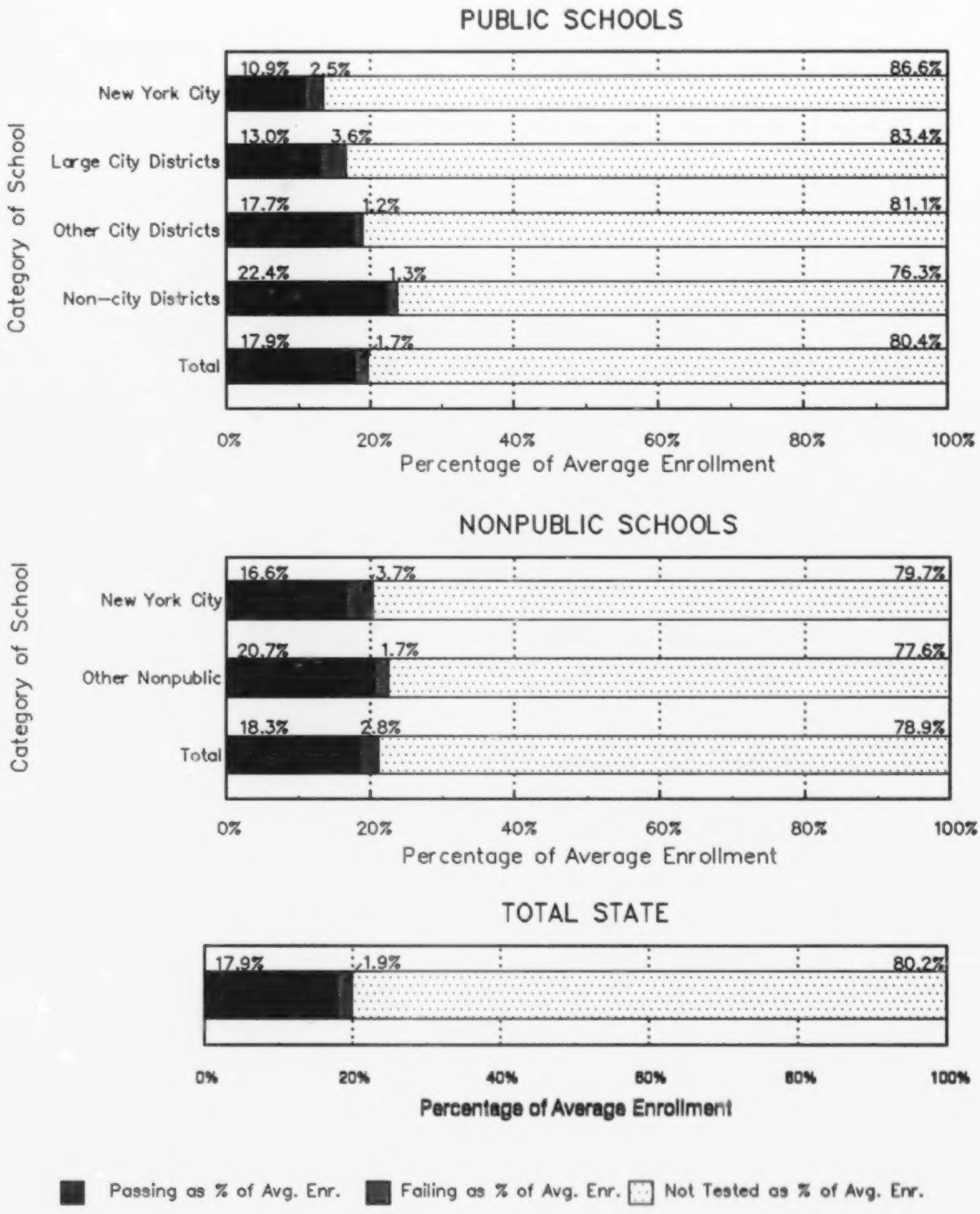
FIGURE 3.4K
PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN PHYSICS
NEW YORK STATE
1990

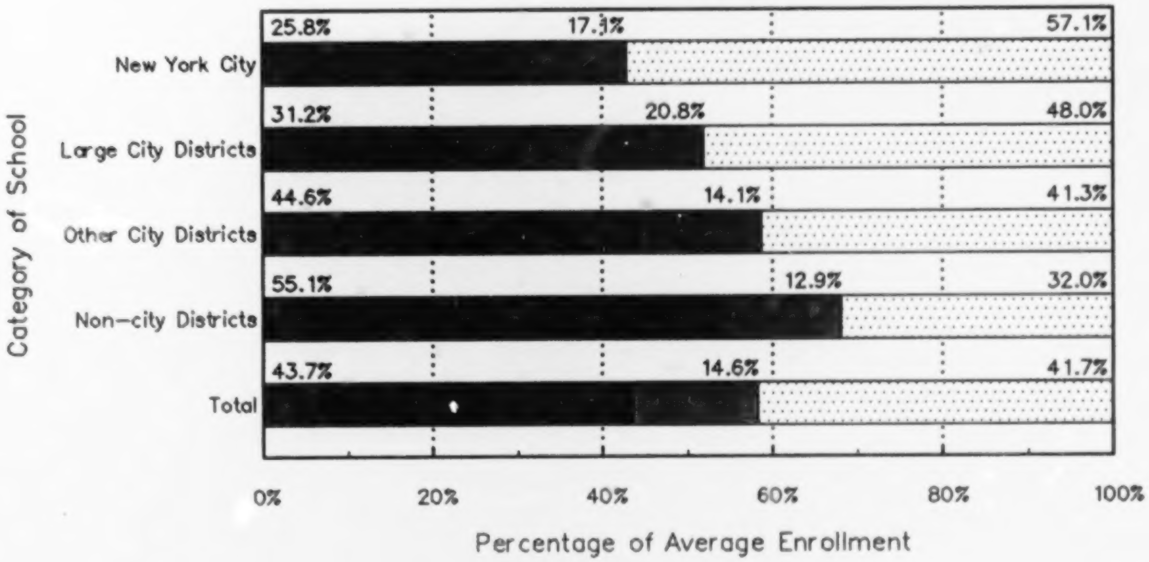

PUBLIC SCHOOLS

NONPUBLIC SCHOOLS

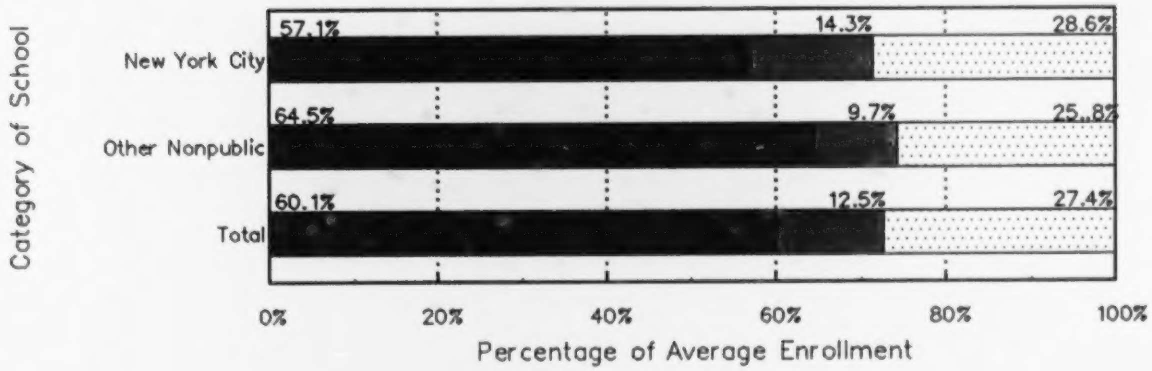
TOTAL STATE

FIGURE 3.4L
PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN GLOBAL STUDIES
NEW YORK STATE
1990

PUBLIC SCHOOLS



NONPUBLIC SCHOOLS



TOTAL STATE

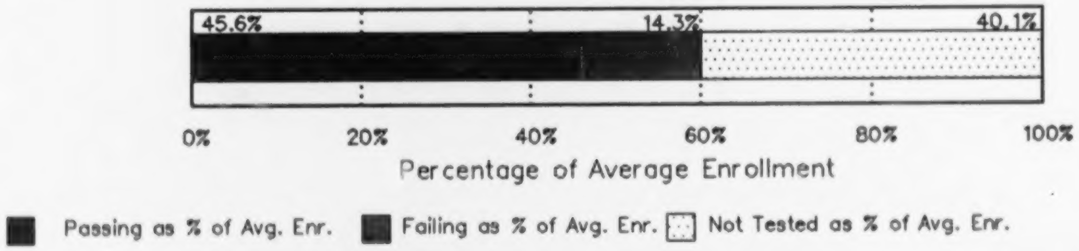


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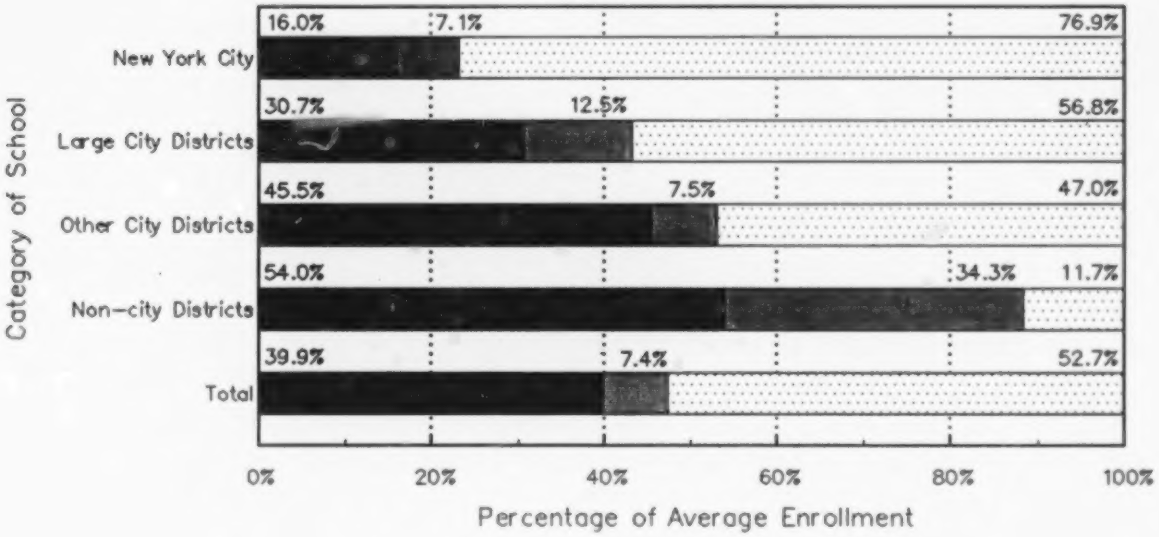
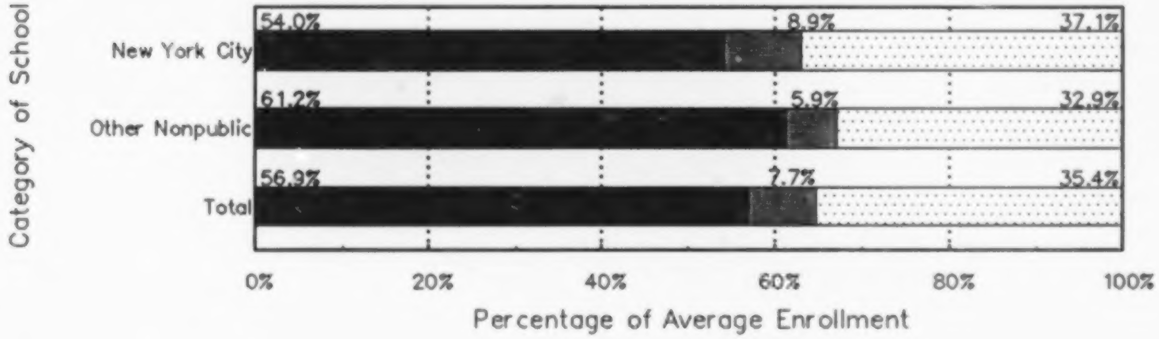
FIGURE 3.4M

PARTICIPATION RATE AND PERFORMANCE ON THE REGENTS COMPREHENSIVE EXAMINATION IN U.S. HISTORY AND GOVERNMENT NEW YORK STATE 1990

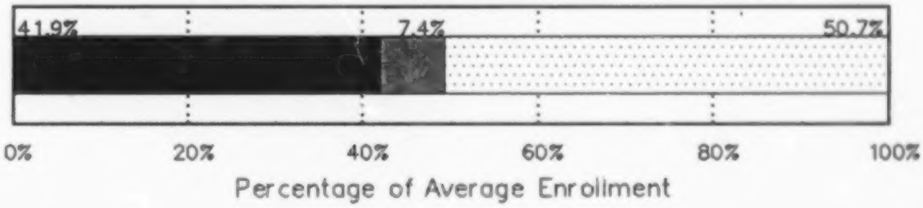
PUBLIC SCHOOLS



NONPUBLIC SCHOOLS

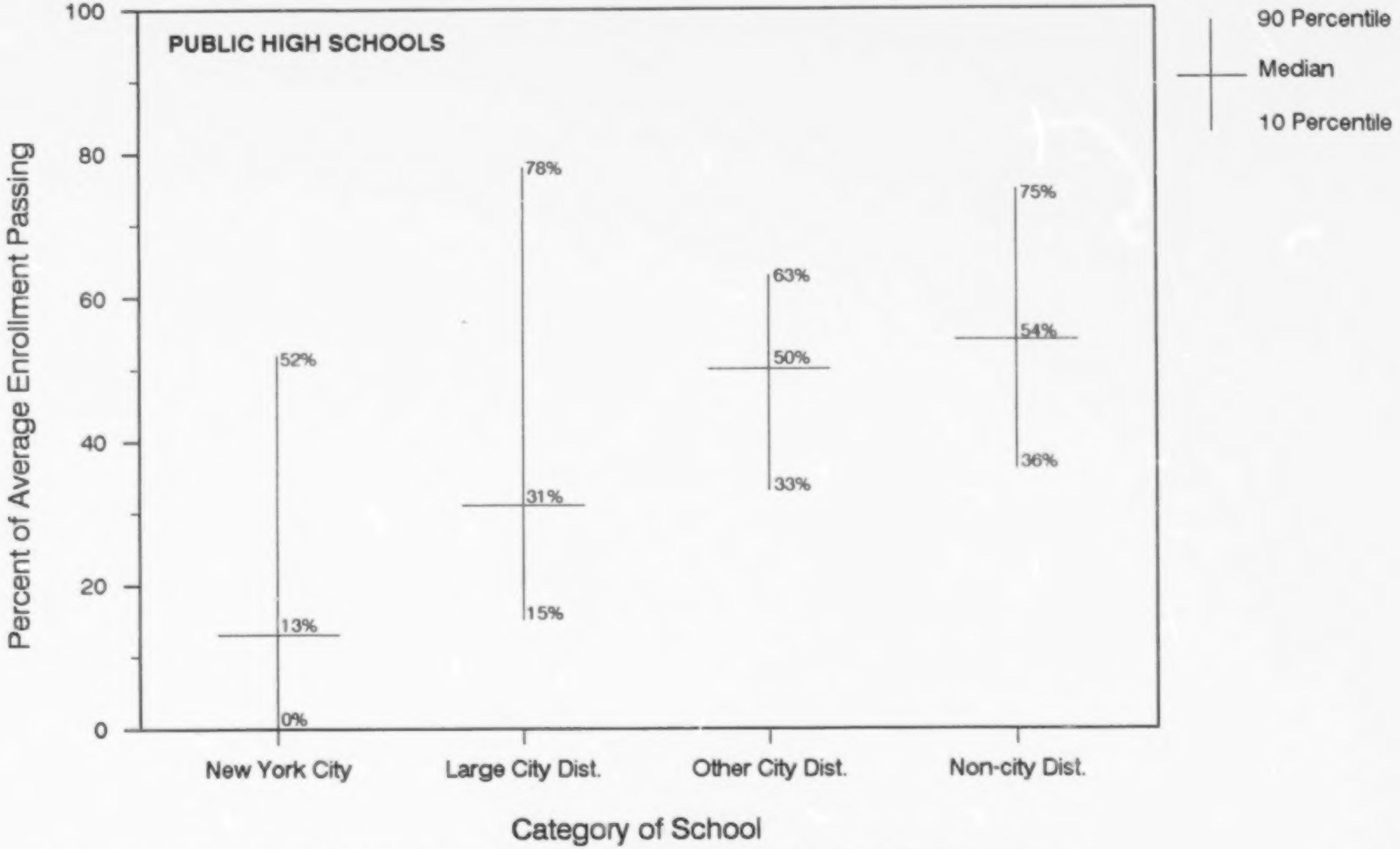


TOTAL STATE



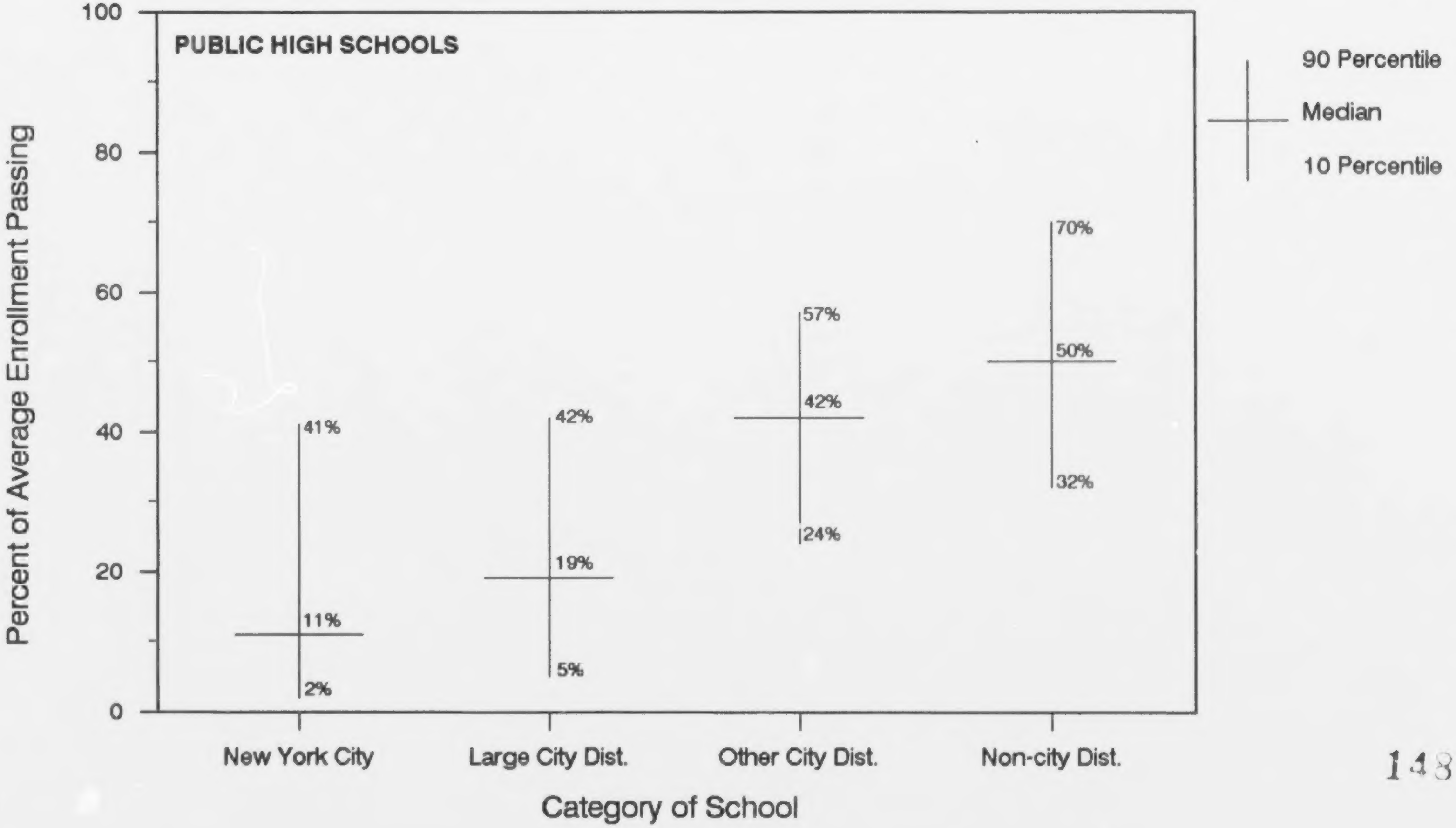
■ Passing as % of Avg. Enr. ▨ Failing as % of Avg. Enr. ⬚ Not Tested as % of Avg. Enr.

FIGURE 3.5A
RANGE OF THE PERCENT* OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN ENGLISH
NEW YORK STATE
JUNE 1990



* Percentage is based on the total number of students passing compared to the average enrollment.

FIGURE 3.5B
RANGE OF THE PERCENT* OF STUDENTS PASSING THE REGENTS EXAMINATION IN BIOLOGY
NEW YORK STATE
JUNE 1990



* Percentage is based on the total number of students passing compared to the average enrollment.

TABLE 3.9

NUMBER TESTED AND PERCENT OF STUDENTS PASSING THE SPANISH LANGUAGE EDITION OF THE REGENTS EXAMINATION IN SEQUENTIAL MATHEMATICS, COURSE I

NEW YORK STATE

JUNE 1990

Category of School	Number Tested	Percent Passing
PUBLIC		
New York City	999	47%
Rest of State	56	32
Total	1,055	46%
NONPUBLIC		
New York City	1	0%
Other Nonpublic	0	0
Total	1	0%
TOTAL STATE	1,056	46%

TABLE 3.10

NUMBER OF STUDENTS WITH HANDICAPPING CONDITIONS TESTED AND THE PERCENT PASSING THE PUPIL EVALUATION PROGRAM TESTS

NEW YORK STATE

1986-87 TO 1989-90

Pupil Evaluation Program Test	1986-87		1987-88		1988-89		1989-90	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
Grade 3 Reading	15,218	30.7%	15,806	32.4%	16,674	33.2%	17,728	28.8%
Grade 3 Mathematics	15,010	48.0	15,674	51.6	16,390	57.0	17,490	59.7
Grade 5 Writing	15,836	45.5	16,831	49.9	17,242	59.3	18,130	49.7
Grade 6 Reading	18,100	23.8	18,567	25.7	19,300	29.0	20,258	30.4
Grade 6 Mathematics	17,732	30.1	18,212	31.9	18,818	37.5	19,669	46.9

TABLE 3.11

NUMBER OF STUDENTS WITH HANDICAPPING CONDITIONS TESTED AND THE PERCENT PASSING MAJOR ADMINISTRATIONS OF THE REGENTS COMPETENCY TESTS

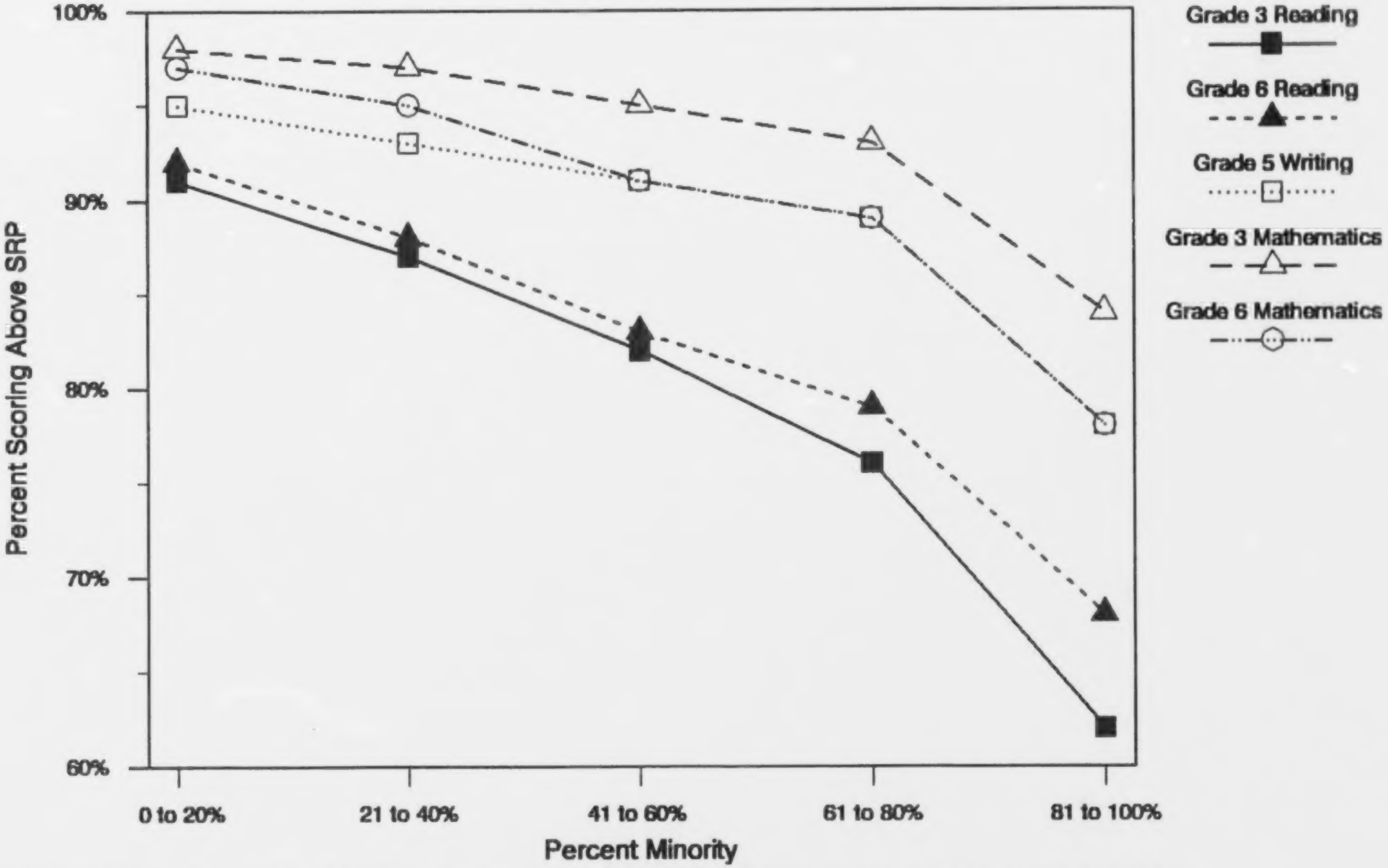
NEW YORK STATE

1987 TO 1990

Regents Competency Test	1987		1988		1989		1990	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
RCT Mathematics	17,194	41.4%	15,584	45.9%	15,367	40.0%	12,523	42.5%
RCT Science	*	*	8,218	50.6	11,811	41.0	15,333	52.1
RCT Reading	9,104	58.3	9,861	58.9	9,653	60.1	9,704	62.7
RCT Writing	5,820	67.9	**	**	6,503	75.2	7,168	65.6
RCT Global Studies	***	***	***	***	****	****	6,590	54.4
RCT U.S. History and Government	****	****	****	****	5,304	64.7	7,028	65.5

* First administered in 1988   *** Data are not available.   **** First administered in 1989   ***** First administered in 1990

FIGURE 3.6
PERCENT OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS SCORING ABOVE THE STATE REFERENCE POINTS
PUPIL EVALUATION PROGRAM TESTS
BY MINORITY COMPOSITION OF SCHOOL
NEW YORK STATE
MAY 1990



Minority Composition: Percent of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students.

TABLE 3.12A

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 3 PUPIL EVALUATION PROGRAM TEST IN READING BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	89%	84%	83%	72%	59%
Large City Districts	85	84	78	76	71
Other City Districts	89	86	82	73	73
Non-city Districts	91	90	86	84	83
Total	91%	86%	82%	75%	60%
NONPUBLIC					
New York City	84%	87%	83%	80%	73%
Other Nonpublic	92	87	76	78	73
Total	89%	87%	82%	80%	73%
TOTAL STATE	91%	87%	82%	76%	62%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

TABLE 3.12B

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 6 PUPIL EVALUATION PROGRAM TEST IN READING BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	84%	88%	83%	78%	65%
Large City Districts	*	83	83	76	77
Other City Districts	91	84	84	79	79
Non-city Districts	93	92	88	87	82
Total	93%	88%	83%	79%	66%
NONPUBLIC					
New York City	84%	90%	83%	81%	77%
Other Nonpublic	92	89	81	88	75
Total	89%	89%	83%	82%	76%
TOTAL STATE	92%	88%	83%	79%	68%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.12C

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 5 PUPIL EVALUATION PROGRAM TEST IN WRITING BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	92%	91%	90%	87%	76%
Large City Districts	93	93	90	89	86
Other City Districts	94	93	92	90	95
Non-city Districts	95	95	95	91	90
Total	95%	93%	91%	89%	77%
NONPUBLIC					
New York City	90%	92%	88%	91%	83%
Other Nonpublic	94	90	87	86	78
Total	93%	91%	87%	90%	83%
TOTAL STATE	95%	93%	91%	89%	78%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

TABLE 3.12D

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 3 PUPIL EVALUATION PROGRAM TEST IN MATHEMATICS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	97%	96%	96%	91%	83%
Large City Districts	94	96	94	92	93
Other City Districts	98	97	95	92	94
Non-city Districts	99	99	96	97	93
Total	99%	97%	95%	93%	84%
NONPUBLIC					
New York City	94%	94%	93%	92%	87%
Other Nonpublic	98	96	89	91	86
Total	96%	95%	92%	92%	87%
TOTAL STATE	98%	97%	95%	93%	84%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

TABLE 3.12E

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 6 PUPIL EVALUATION PROGRAM TEST IN MATHEMATICS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1990

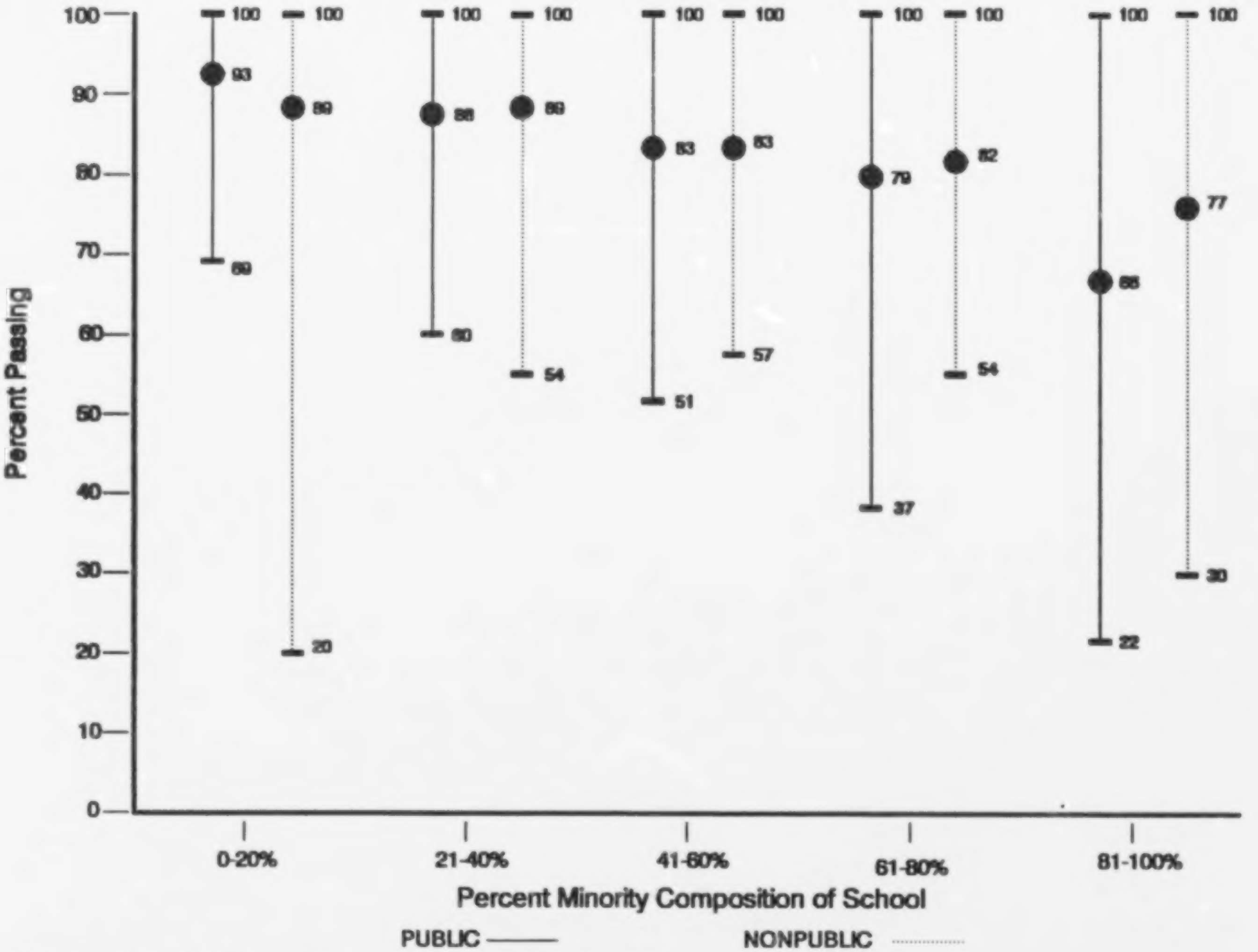
Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	91%	92%	90%	87%	75%
Large City Districts	*	91	91	88	88
Other City Districts	97	95	93	90	93
Non-city Districts	98	97	93	93	91
Total	98%	94%	91%	88%	76%
NONPUBLIC					
New York City	94%	96%	92%	91%	88%
Other Nonpublic	97	94	92	96	85
Total	96%	95%	92%	92%	88%
TOTAL STATE	97%	95%	91%	89%	78%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

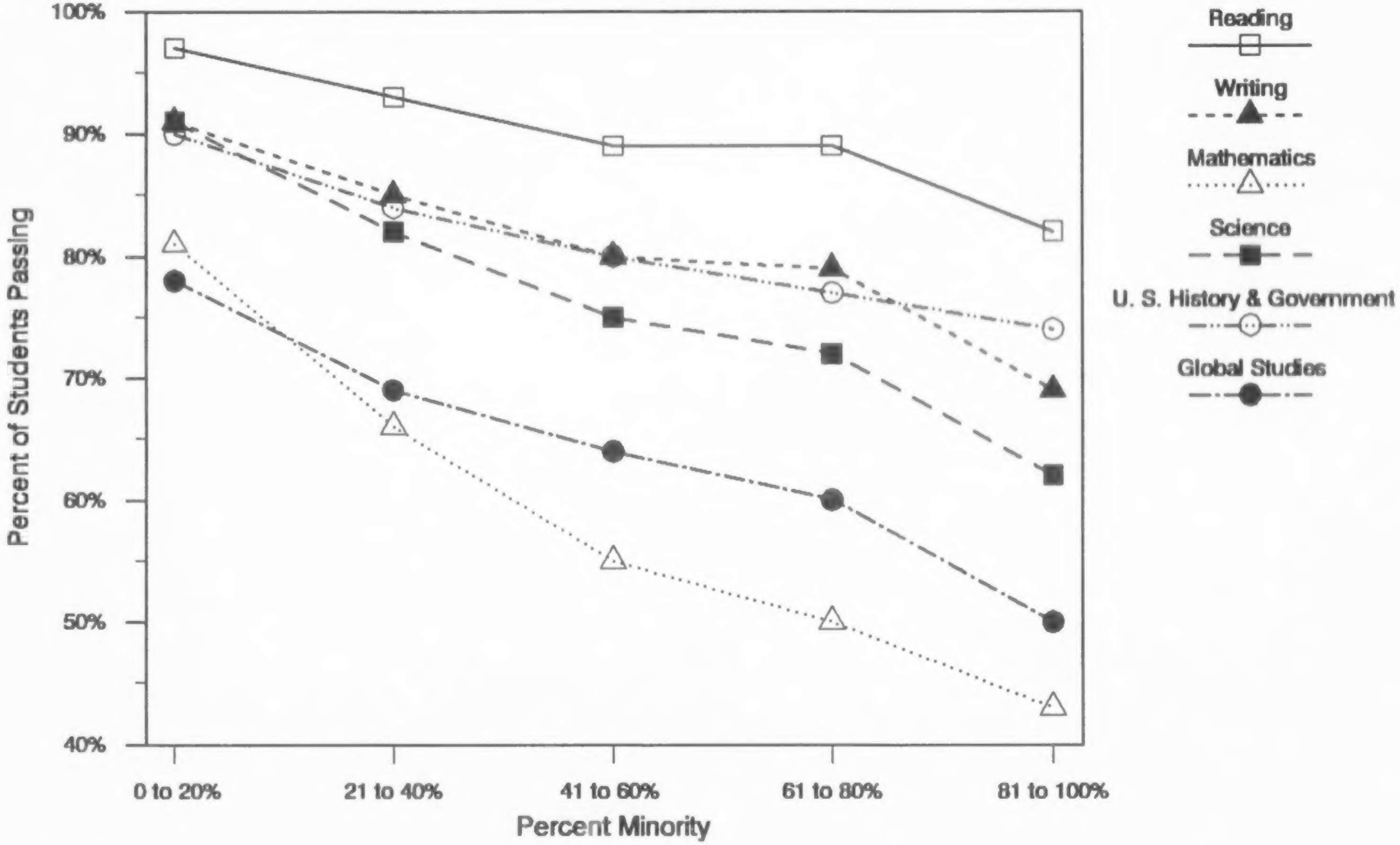
FIGURE 3.7

RANGE OF THE PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT (SRP) FOR THE GRADE 6 PUPIL EVALUATION PROGRAM TEST IN READING BY MINORITY COMPOSITION OF SCHOOL NEW YORK STATE MAY 1990



● = median percent of students scoring above the State reference point.

FIGURE 3.8
PERCENT OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS PASSING THE REGENTS COMPETENCY TESTS BY MINORITY COMPOSITION OF SCHOOL
NEW YORK STATE
1990



Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

TABLE 3.13A

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN READING BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JANUARY 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	96%	92%	89%	87%	81%
Large City Districts	*	91	88	90	81
Other City Districts	96	92	86	90	85
Non-city Districts	97	91	88	93	86
Total	97%	92%	89%	89%	81%
NONPUBLIC					
New York City	94%	95%	94%	93%	94%
Other Nonpublic	97	95	87	82	82
Total	96%	95%	93%	90%	93%
TOTAL STATE	97%	93%	89%	89%	82%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.13B

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN WRITING BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JANUARY 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	87%	84%	78%	74%	68%
Large City Districts	*	83	84	87	86
Other City Districts	86	85	81	79	78
Non-city Districts	92	83	84	86	76
Total	91%	84%	80%	78%	68%
NONPUBLIC					
New York City	87%	91%	92%	90%	82%
Other Nonpublic	94	86	82	76	74
Total	93%	90%	90%	88%	82%
TOTAL STATE	91%	85%	80%	79%	69%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.13C

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN MATHEMATICS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	32%	56%	51%	47%	42%
Large City Districts	*	71	55	55	48
Other City Districts	76	68	65	49	53
Non-city Districts	82	69	63	58	56
Total	81%	65%	54%	49%	42%
NONPUBLIC					
New York City	65%	71%	72%	67%	63%
Other Nonpublic	82	60	43	47	41
Total	76%	68%	71%	60%	62%
TOTAL STATE	81%	66%	55%	50%	43%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.13D

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN SCIENCE BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	79%	75%	71%	69%	60%
Large City Districts	*	80	74	70	60
Other City Districts	87	80	79	81	66
Non-city Districts	91	82	80	87	73
Total	91%	79%	73%	71%	61%
NONPUBLIC					
New York City	92%	87%	87%	87%	81%
Other Nonpublic	95	88	100	61	60
Total	93%	87%	87%	81%	80%
TOTAL STATE	91%	82%	75%	72%	62%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.13E

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN U.S. HISTORY AND GOVERNMENT BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	80%	76%	87%	74%	73%
Large City Districts	*	62	81	80	68
Other City Districts	87	82	76	84	75
Non-city Districts	90	86	79	83	71
Total	90%	82%	79%	76%	73%
NONPUBLIC					
New York City	87%	87%	91%	90%	82%
Other Nonpublic	93	91	100	56	32
Total	91%	88%	92%	84%	80%
TOTAL STATE	90%	84%	80%	77%	74%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.13F

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN GLOBAL STUDIES BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	56%	57%	61%	55%	48%
Large City Districts	*	57	61	65	53
Other City Districts	71	65	68	55	54
Non-city Districts	79	73	63	63	54
Total	77%	67%	62%	58%	49%
NONPUBLIC					
New York City	81%	72%	85%	80%	695
Other Nonpublic	82	77	60	45	24
Total	82%	73%	85%	74%	68%
TOTAL STATE	78%	69%	64%	60%	50%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14A

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS COMPREHENSIVE EXAMINATION IN ENGLISH BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	57	48	34	21	16
Tested and Not Passing	6	9	9	10	8
Not Tested	37	43	57	66	76
NONPUBLIC					
Tested and Passing	65	45	62	32	27
Tested and Not Passing	6	3	11	10	9
Not Tested	29	52	27	58	64
TOTAL STATE					
Tested and Passing	58	48	37	26	16
Tested and Not Passing	6	7	9	9	8
Not Tested	36	45	54	65	75

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14B

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN FRENCH BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	17	11	10	5	4
Tested and Not Passing	1	1	1	1	1
Not Tested	92	88	89	94	95
NONPUBLIC					
Tested and Passing	13	10	6	9	6
Tested and Not Passing	1	1	1	1	2
Not Tested	86	89	93	90	92
TOTAL STATE					
Tested and Passing	17	11	10	5	4
Tested and Not Passing	1	1	1	1	1
Not Tested	92	88	89	94	95

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14C

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN SPANISH BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	28	24	29	20	15
Tested and Not Passing	4	4	3	3	3
Not Tested	68	72	68	77	82
NONPUBLIC					
Tested and Passing	32	32	33	30	30
Tested and Not Passing	4	4	2	2	9
Not Tested	64	64	65	68	61
TOTAL STATE					
Tested and Passing	28	27	29	20	16
Tested and Not Passing	4	3	3	3	3
Not Tested	68	70	68	77	81

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14D

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN SEQUENTIAL MATHEMATICS COURSE I BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	51	41	31	22	16
Tested and Not Passing	16	20	22	22	19
Not Tested	33	39	47	56	65
NONPUBLIC					
Tested and Passing	61	40	52	19	18
Tested and Not Passing	21	23	16	15	20
Not Tested	18	37	32	66	62
TOTAL STATE					
Tested and Passing	52	40	32	22	17
Tested and Not Passing	16	22	22	21	19
Not Tested	32	38	46	57	64

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14E

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN SEQUENTIAL MATHEMATICS COURSE II BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	58	42	38	19	14
Tested and Not Passing	22	19	27	16	20
Not Tested	20	39	35	65	66
NONPUBLIC					
Tested and Passing	60	38	38	17	14
Tested and Not Passing	18	12	27	15	20
Not Tested	22	44	35	68	66
TOTAL STATE					
Tested and Passing	50	37	34	20	12
Tested and Not Passing	13	15	15	11	9
Not Tested	37	48	51	69	79

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14F

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN SEQUENTIAL MATHEMATICS COURSE III BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	39	30	30	15	9
Tested and Not Passing	8	7	8	5	4
Not Tested	53	63	62	80	87
NONPUBLIC					
Tested and Passing	50	33	33	17	10
Tested and Not Passing	12	15	13	12	10
Not Tested	58	52	55	61	80
TOTAL STATE					
Tested and Passing	40	30	29	15	10
Tested and Not Passing	8	10	9	6	4
Not Tested	52	60	62	79	86

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14G

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN BIOLOGY BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	53	43	36	19	12
Tested and Not Passing	10	12	15	17	12
Not Tested	37	45	49	64	76
NONPUBLIC					
Tested and Passing	70	46	56	17	19
Tested and Not Passing	19	17	14	13	22
Not Tested	11	37	36	70	59
TOTAL STATE					
Tested and Passing	55	44	36	19	13
Tested and Not Passing	11	13	16	17	12
Not Tested	34	43	48	64	75

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14H

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN CHEMISTRY BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	39	31	27	13	9
Tested and Not Passing	5	6	9	7	5
Not Tested	56	63	64	80	86
NONPUBLIC					
Tested and Passing	52	34	27	15	11
Tested and Not Passing	11	12	7	9	12
Not Tested	37	54	66	74	77
TOTAL STATE					
Tested and Passing	41	32	27	13	10
Tested and Not Passing	6	8	9	7	5
Not Tested	53	60	64	80	85

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14I

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN EARTH SCIENCE BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	49	34	16	11	4
Tested and Not Passing	8	7	7	5	2
Not Tested	43	59	77	84	94
NONPUBLIC					
Tested and Passing	34	23	10	10	3
Tested and Not Passing	8	9	2	4	3
Not Tested	58	68	88	86	94
TOTAL STATE					
Tested and Passing	47	31	15	11	4
Tested and Not Passing	8	7	7	5	2
Not Tested	45	62	78	84	94

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14J

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN PHYSICS BY MINORITY COMPOSITION OF SCHOOL

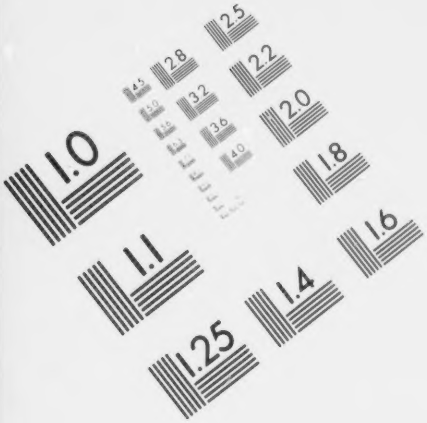
NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	23	17	21	7	7
Tested and Not Passing	1	2	3	2	2
Not Tested	76	81	76	81	91
NONPUBLIC					
Tested and Passing	21	20	24	8	2
Tested and Not Passing	2	4	2	2	5
Not Tested	77	76	74	90	93
TOTAL STATE					
Tested and Passing	23	19	21	7	6
Tested and Not Passing	1	2	3	2	3
Not Tested	76	79	76	91	91

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.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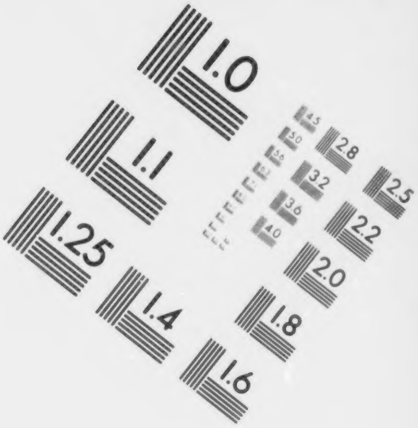
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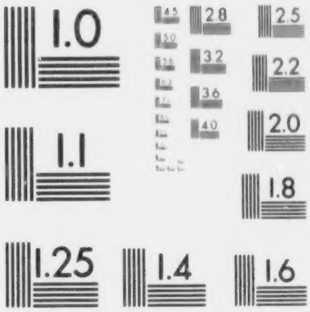
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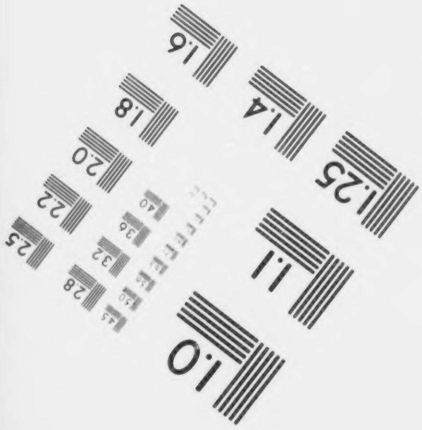
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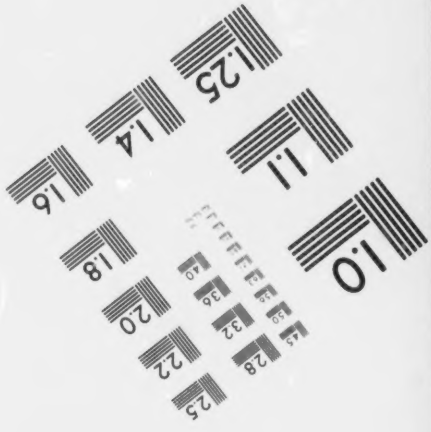
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TABLE 3.14K

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN GLOBAL STUDIES BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	56	43	40	28	17
Tested and Not Passing	13	17	17	18	15
Not Tested	71	40	43	54	68
NONPUBLIC					
Tested and Passing	71	55	62	28	25
Tested and Not Passing	11	11	16	14	20
Not Tested	18	34	22	58	55
TOTAL STATE					
Tested and Passing	58	46	43	28	17
Tested and Not Passing	13	16	17	18	16
Not Tested	29	38	40	54	67

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

TABLE 3.14L

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN THE REGENTS EXAMINATION IN UNITED STATES HISTORY AND GOVERNMENT BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

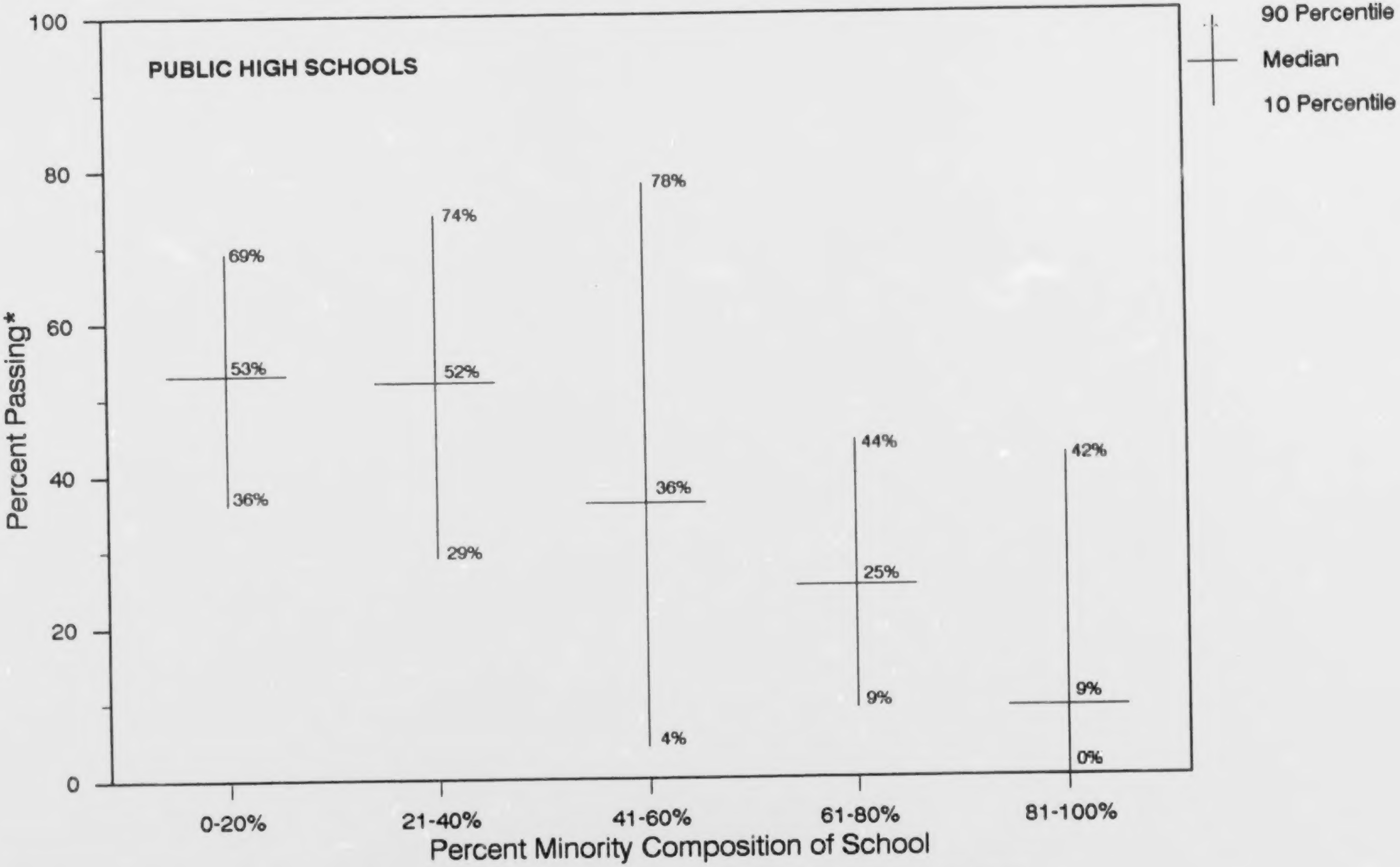
JUNE 1990

Category of School	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
Tested and Passing	55	41	30	24	10
Tested and Not Passing	7	10	7	9	6
Not Tested	38	49	63	67	84
NONPUBLIC					
Tested and Passing	66	53	55	30	25
Tested and Not Passing	7	6	10	10	16
Not Tested	27	41	35	60	59
TOTAL STATE					
Tested and Passing	56	45	32	24	11
Tested and Not Passing	7	9	8	9	7
Not Tested	37	46	60	67	82

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

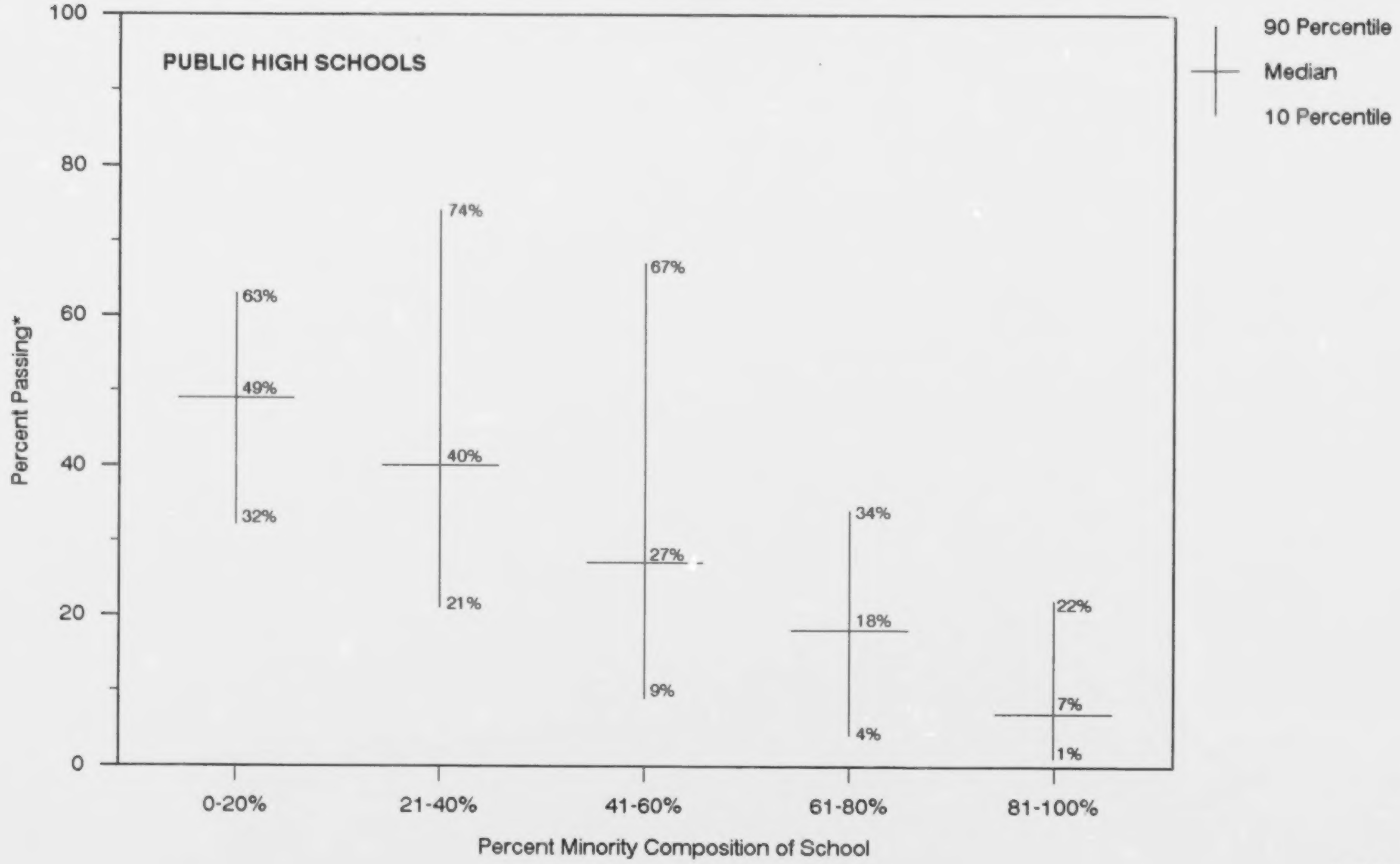
*No schools with this minority composition.

FIGURE 3.9A
RANGE OF THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN ENGLISH BY MINORITY COMPOSITION OF SCHOOL
NEW YORK STATE
JUNE 1990



* Percentage is based on the total number of students passing compared to the average enrollment.

FIGURE 3.9B
RANGE OF THE PERCENT OF STUDENTS
PASSING THE REGENTS EXAMINATION IN BIOLOGY
BY MINORITY COMPOSITION OF SCHOOL
NEW YORK STATE
JUNE 1990



* Percentage is based on the total number of students passing compared to the average enrollment.

TABLE 3.15A

AVERAGE PUPIL PARTICIPATION RATE FOR REGENTS SCIENCE EXAMINATIONS IN SECONDARY SCHOOLS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	48.0%	28.5%	34.0%	19.1%	13.1%
Large City Districts	*	52.4	32.5	21.6	11.7
Other City Districts	42.0	32.0	28.5	23.7	14.6
Non-city Districts	47.8	43.2	34.6	25.9	17.9
Total	47.1%	38.1%	33.4%	20.2%	13.3%
NONPUBLIC					
New York City	51.4%	44.5%	33.9%	21.6%	19.3%
Other Nonpublic	55.7	32.2	100.0	11.5	*
Total	54.1%	41.1%	34.1%	20.4%	19.3%
TOTAL STATE	47.9%	39.0%	33.5%	20.2%	13.7%

* No high schools with this minority composition.

Participation Rate: Total number of pupils taking science Regents examinations (biology, earth science, chemistry, and physics) in June 1990 divided by grade 9-12 enrollment.

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

TABLE 3.15B

AVERAGE PUPIL PARTICIPATION RATE FOR REGENTS MATHEMATICS EXAMINATIONS IN SECONDARY SCHOOLS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1990

Category of Schools	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	36.2%	31.8%	33.4%	21.5%	17.1%
Large City Districts	*	49.6	38.4	28.6	23.1
Other City Districts	39.1	32.0	32.2	29.1	21.5
Non-city Districts	44.2	40.1	36.5	29.3	18.2
Total	43.5%	36.9%	34.5%	23.5%	17.3%
NONPUBLIC					
New York City	59.4%	46.3%	44.3%	25.0%	23.0%
Other Nonpublic	53.3	30.1	62.5	14.2	*
Total	55.6%	41.8%	44.4%	23.6%	23.0%
TOTAL STATE	44.9%	38.4%	35.3%	23.5%	17.6%

* No high schools with this minority composition.

Participation Rate: Total number of pupils taking mathematics Regents examinations (sequential mathematics, courses I, II and III) in June 1990 divided by grade 9-12 enrollment.

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

TABLE 3.16

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINTS ON THE PUPIL EVALUATION PROGRAM TESTS BY GENDER

NEW YORK STATE

1990

Category of School and Gender	Grade 3 Reading	Grade 3 Mathematics	Grade 5 Writing	Grade 6 Reading	Grade 6 Mathematics
PUBLIC					
New York City					
Male	64%	86%	77%	70%	80%
Female	67	87	84	72	80
Large City Districts					
Male	76	94	88	79	90
Female	79	94	92	81	89
Other City Districts					
Male	86	97	92	88	96
Female	87	97	95	88	96
Non-city Districts					
Male	91	99	93	92	98
Female	91	99	97	93	97
Total					
Male	80%	94%	87%	84%	91%
Female	81%	94%	92%	85%	91%
NONPUBLIC					
New York City					
Male	80%	91%	85%	81%	92%
Female	81	91	91	82	92
Other Nonpublic					
Male	89	97	91	91	96
Female	91	97	95	91	96
Total					
Male	84	94	88	86	94
Female	85	94	92	86	93
TOTAL STATE					
Male	81%	94%	87%	84%	91%
Female	82%	94%	92%	85%	91%

TABLE 3.17A

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN REGENTS EXAMINATIONS BY GENDER

NEW YORK STATE

JUNE 1990

Category of Schools	English		French		Spanish		Math Course I		Math Course II	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
PUBLIC										
Tested and Passing	39	47	9	15	22	29	43	46	35	38
Tested and Not Passing	8	7	1	1	3	3	17	19	11	12
Not Tested	53	46	90	84	75	68	40	35	54	50
NONPUBLIC										
Tested and Passing	54	57	7	15	28	36	50	55	43	49
Tested and Not Passing	7	4	1	1	5	3	23	22	20	18
Not Tested	39	39	92	84	67	61	27	23	37	33
TOTAL STATE										
Tested and Passing	42	48	9	15	23	30	43	47	36	39
Tested and Not Passing	7	7	1	1	3	3	18	19	12	13
Not Tested	51	45	90	84	74	67	39	34	52	48

TABLE 3.17B

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN REGENTS EXAMINATIONS BY GENDER

NEW YORK STATE

JUNE 1990

Category of Schools	Math Course III		Biology		Chemistry		Earth Science		Physics	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
PUBLIC										
Tested and Passing	29	31	40	41	30	29	36	36	20	15
Tested and Not Passing	7	7	9	13	5	6	5	8	2	2
Not Tested	64	62	51	46	65	65	59	56	78	83
NONPUBLIC										
Tested and Passing	35	42	51	58	38	42	24	28	21	16
Tested and Not Passing	14	12	19	18	14	9	6	8	4	2
Not Tested	51	46	30	26	48	49	70	64	75	82
TOTAL STATE										
Tested and Passing	30	33	41	43	31	30	34	34	21	15
Tested and Not Passing	7	7	10	14	6	7	5	9	2	2
Not Tested	63	60	49	43	63	63	61	57	77	83

TABLE 3.17C

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND PASSING, TESTED AND NOT PASSING, AND NOT PARTICIPATING IN REGENTS EXAMINATIONS BY GENDER

NEW YORK STATE

JUNE 1990

Category of Schools	Global Studies		US History & Govt.	
	Male	Female	Male	Female
PUBLIC				
Tested and Passing	44	43	40	41
Tested and Not Passing	12	17	6	8
Not Tested	44	40	54	51
NONPUBLIC				
Tested and Passing	59	62	54	61
Tested and Not Passing	11	13	7	7
Not Tested	30	25	39	32
TOTAL STATE				
Tested and Passing	46	45	40	44
Tested and Not Passing	12	17	7	7
Not Tested	42	38	53	49

FIGURE 3.10
PERCENT OF HIGH SCHOOL GRADUATES RECEIVING REGENTS DIPLOMAS
NEW YORK STATE
1987-88 TO 1989-90

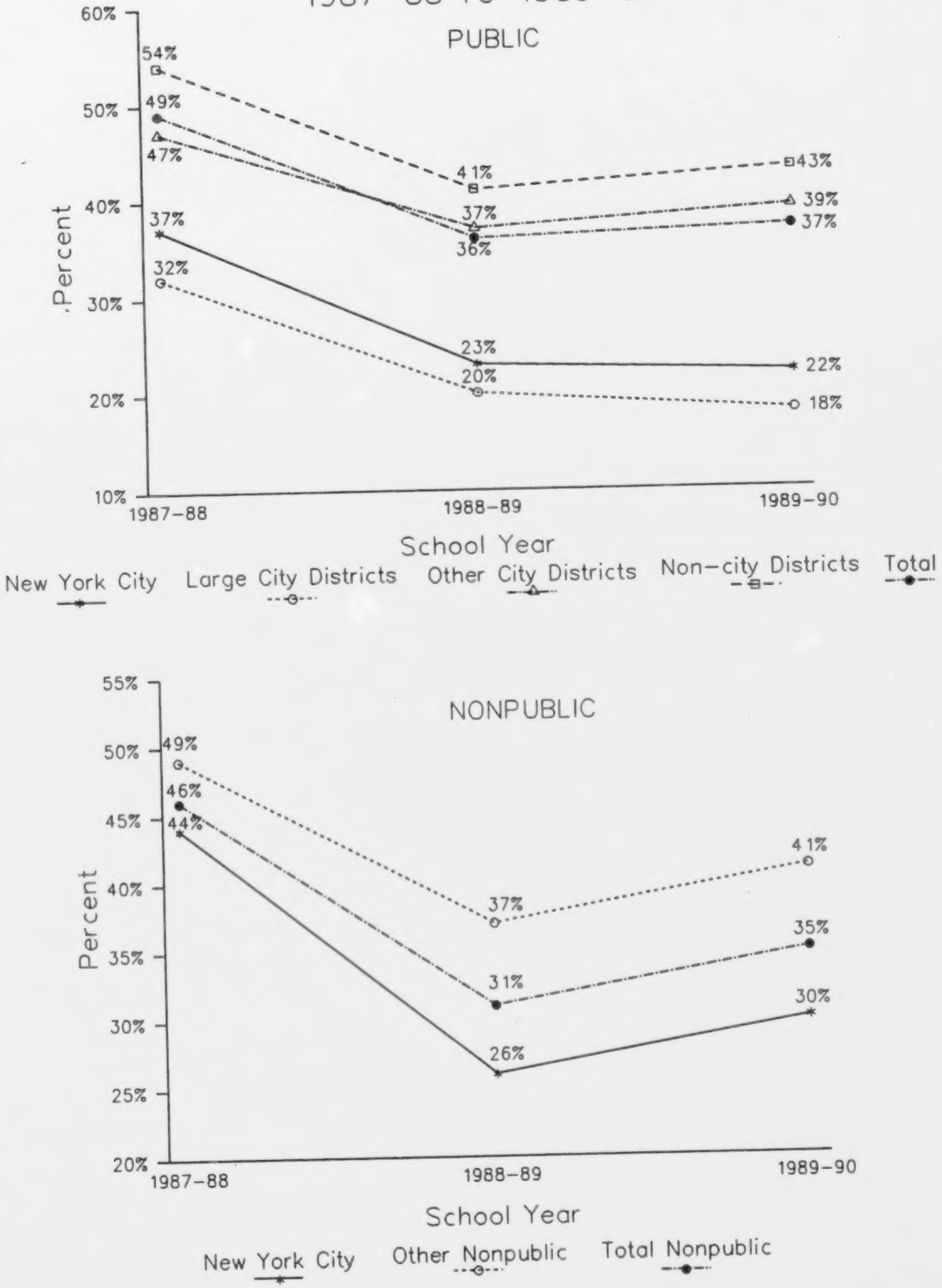


FIGURE 3.11
PERCENT OF PUBLIC SCHOOL GRADUATES RECEIVING REGENTS DIPLOMAS
BY LOCATION OF SCHOOL DISTRICT
NEW YORK STATE
1989-90

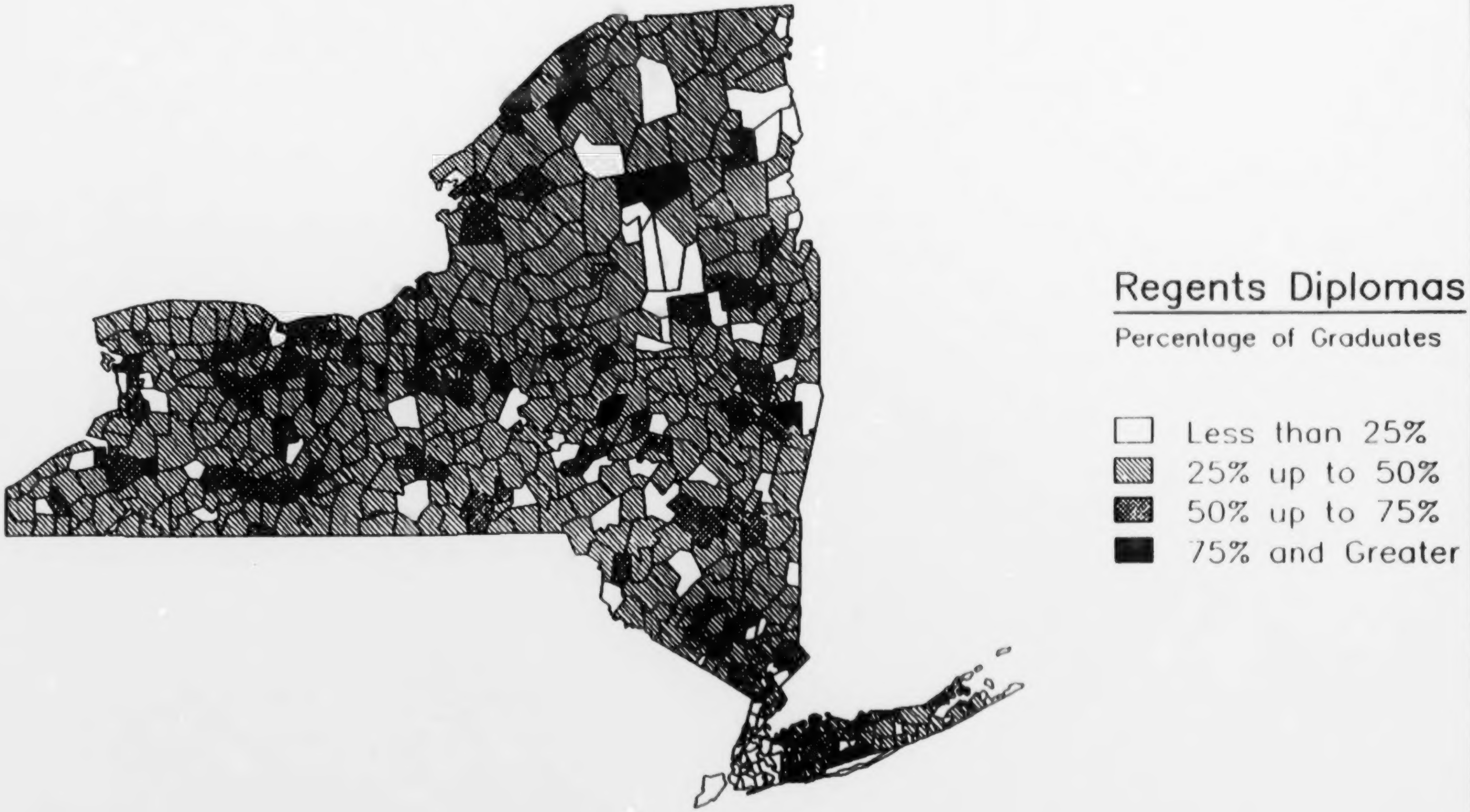

Regents Diplomas
Percentage of Graduates
☐ Less than 25%
▨ 25% up to 50%
▩ 50% up to 75%
■ 75% and Greater

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TABLE 3.18

TOTAL NUMBER OF SECONDARY SCHOOLS* AND PERCENT AWARDING REGENTS DIPLOMAS

NEW YORK STATE

1987-88 TO 1989-90

Category of Schools	1987-1988		1988-1989		1989-1990	
	Number of Schools	% Awarding Regents Diplomas	Number of Schools	% Awarding Regents Diplomas	Number of Schools	% Awarding Regents Diplomas
PUBLIC						
New York City	133	79%	134	77%	134	75%
Large City Districts	42	69	39	69	37	76
Other City Districts	67	90	66	92	67	93
Non-city Districts	630	96	629	97	627	97
Total	872	92%	868	92%	865	92%
NONPUBLIC						
New York City	226	46%	220	42%	224	38%
Other Nonpublic	343	30	334	27	324	27
Total	569	36%	554	33%	548	31%
TOTAL STATE	1,441	70%	1,422	69%	1,413	69%

* Secondary school is any school with a 9th grade or higher.

TABLE 3.19

PERCENT OF HIGH SCHOOL SENIORS RECEIVING LOCAL DIPLOMAS, REGENTS DIPLOMAS, IEP DIPLOMAS AND CERTIFICATES BY RACIAL/ETHNIC GROUP

NEW YORK STATE

JUNE 1990

Category of Schools and Diplomas/Certificates	Race/Ethnicity			
	Black	Hispanic	Other Minority*	White
PUBLIC				
New York City				
Regents Diplomas	13.4%	11.4%	46.0%	37.1%
Local Diplomas	83.8	82.2	53.5	61.5
IEP Diplomas	2.3	5.4	0.4	1.2
Certificates	0.5	1.0	0.1	0.2
Large City Districts				
Regents Diplomas	8.9%	9.4%	25.3%	24.2%
Local Diplomas	86.2	85.8	74.7	71.9
IEP Diplomas	4.7	4.8	0.0	3.7
Certificates	0.2	0.0	0.0	0.2
Other City Districts				
Regents Diplomas	11.5%	19.2%	47.1%	44.0%
Local Diplomas	83.0	76.3	49.6	53.8
IEP Diplomas	5.3	4.3	2.0	2.1
Certificates	0.2	0.2	1.3	0.1
Non-city Districts				
Regents Diplomas	19.6%	26.6%	53.7%	43.6%
Local Diplomas	75.4	69.9	45.7	54.5
IEP Diplomas	4.8	3.4	0.6	1.8
Certificates	0.2	0.1	0.0	0.1
Total Public				
Regents Diplomas	14.1%	15.5%	48.2%	42.7%
Local Diplomas	82.0	79.0	51.2	55.3
IEP Diplomas	3.5	4.8	0.5	1.9
Certificates	0.4	0.7	0.1	0.1

*Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 3.19 (cont.)

PERCENT OF HIGH SCHOOL SENIORS RECEIVING LOCAL DIPLOMAS, REGENTS DIPLOMAS, IEP DIPLOMAS AND CERTIFICATES BY RACIAL/ETHNIC GROUP

NEW YORK STATE

JUNE 1990

Category of Schools and Diplomas/Certificates	Race/Ethnicity			
	Black	Hispanic	Other Minority*	White
NONPUBLIC				
New York City				
Regents Diplomas	15.7%	22.0%	29.8%	33.6%
Local Diplomas	83.1	76.1	69.2	66.2
IEP Diplomas	0.9	0.9	1.0	0.2
Certificates	0.3	1.0	0.0	0.0
Other Nonpublic				
Regents Diplomas	18.1%	28.1%	32.2%	42.0%
Local Diplomas	79.7	68.3	66.5	57.5
IEP Diplomas	2.0	0.0	1.3	0.4
Certificates	0.2	3.6	0.0	0.1
Total Nonpublic				
Regents Diplomas	16.3%	22.9%	30.6%	37.8%
Local Diplomas	82.2	75.0	68.3	61.9
IEP Diplomas	1.2	1.3	1.1	0.3
Certificates	0.3	0.8	0.0	0.0
Total State				
Regents Diplomas	14.3%	17.1%	46.0%	42.0%
Local Diplomas	82.2	78.2	53.3	56.3
IEP Diplomas	3.2	4.0	0.6	1.6
Certificates	0.3	0.7	0.1	0.1

*Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 3.20

PERCENT OF PUBLIC HIGH SCHOOL SENIORS RECEIVING REGENTS DIPLOMAS, LOCAL DIPLOMAS, IEP DIPLOMAS AND CERTIFICATES BY GENDER

NEW YORK STATE

JUNE 1990

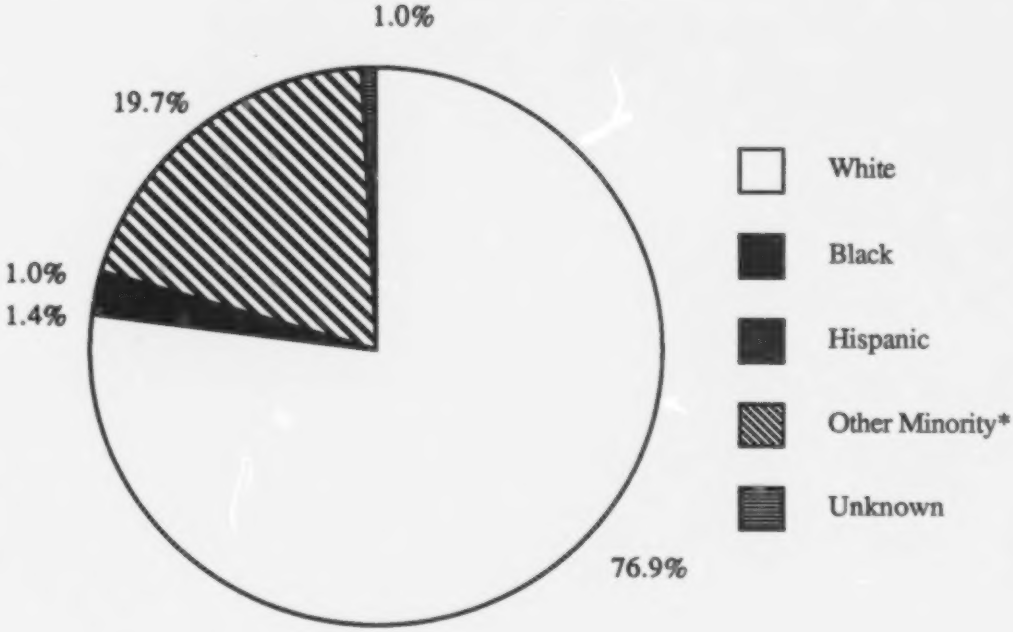
Community Type and Diplomas/Certificates	Gender	
	Male	Female
New York City		
Regents Diplomas	22%	23%
Local Diplomas	74	75
IEP Diplomas	3	2
Certificates	1	----
Large City Districts		
Regents Diplomas	17	19
Local Diplomas	78	78
IEP Diplomas	5	3
Certificates	----	----
Other City Districts		
Regents Diplomas	37	41
Local Diplomas	60	57
IEP Diplomas	3	2
Certificates	----	----
Non-City Districts		
Regents Diplomas	39	46
Local Diplomas	59	53
IEP Diplomas	2	1
Certificates	----	----
Total		
Regents Diplomas	35	39
Local Diplomas	62	59
IEP Diplomas	3	2
Certificates	----	----

FIGURE 3.12A

NEW YORK EMPIRE STATE SCHOLARSHIP WINNERS BY RACIAL/ETHNIC GROUP

NEW YORK STATE

JUNE 1990



* Includes American Indian, Alaskan Native, Asian and Pacific Islander

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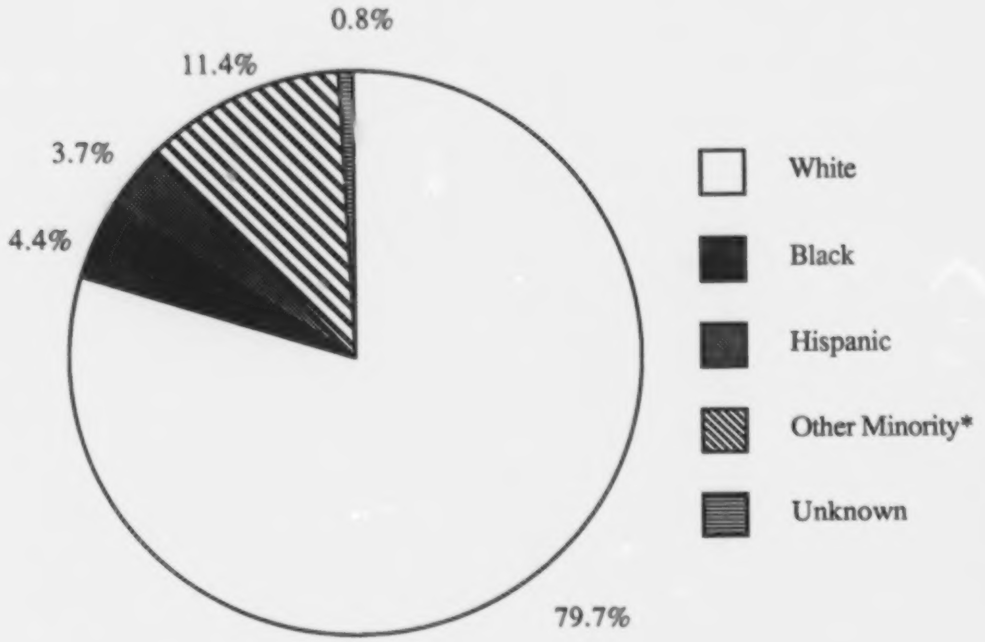
FIGURE 3.12B

NEW YORK STATE REGENTS COLLEGE SCHOLARSHIP WINNERS BY RACIAL/ETHNIC GROUP

NEW YORK STATE

JUNE 1990



* Includes American Indian, Alaskan Native, Asian and Pacific Islander

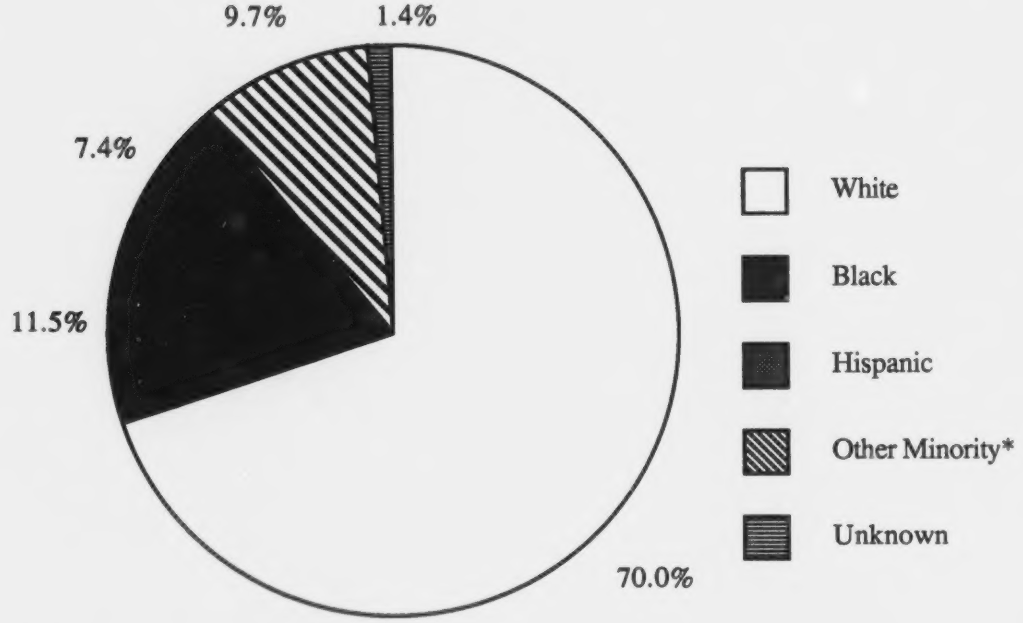
213

FIGURE 3.12C

NEW YORK STATE REGENTS NURSING SCHOLARSHIP WINNERS BY RACIAL/ETHNIC GROUP

NEW YORK STATE

JUNE 1990



* Includes American Indian, Alaskan Native, Asian and Pacific Islander

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FIGURE 3.13

NEW YORK STATE SCHOLARSHIP WINNERS BY GENDER

1990

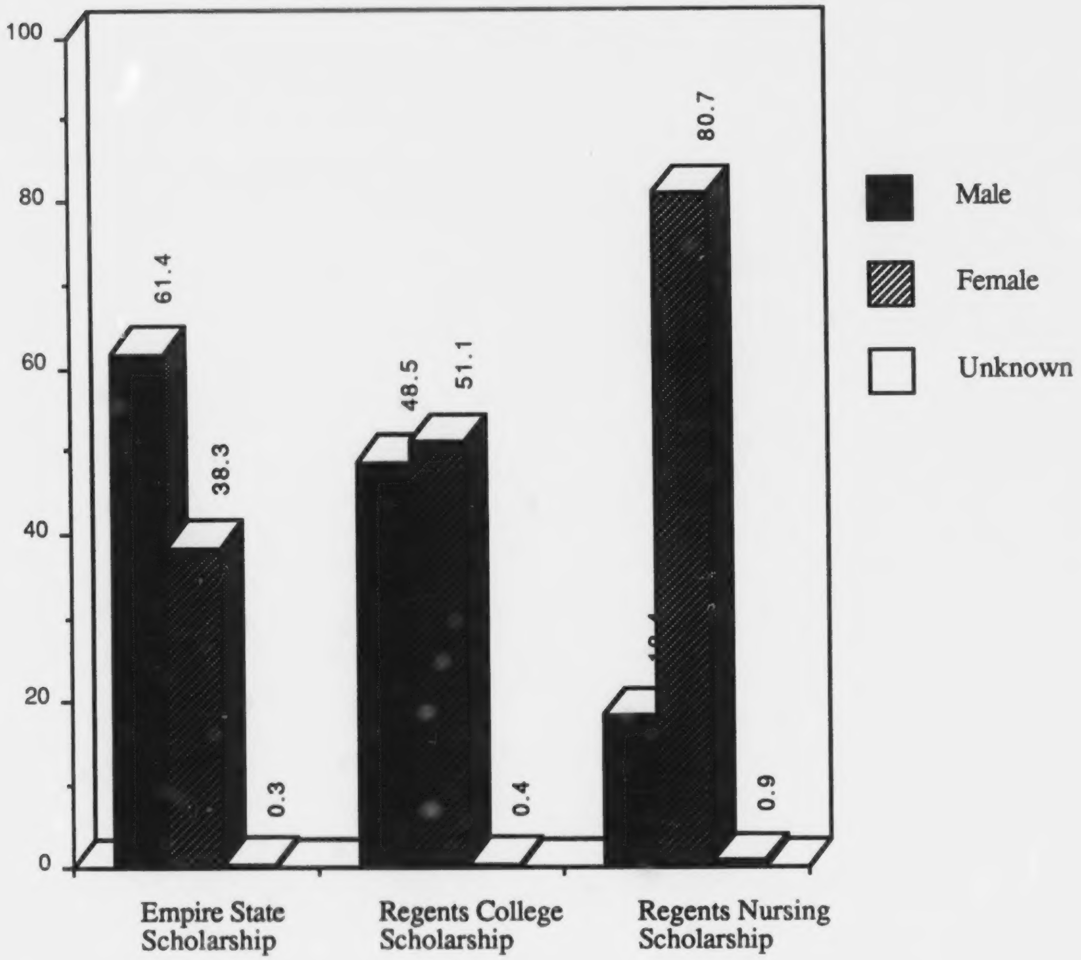

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TABLE 3.21

COMPARISON OF NEW YORK STATE AND NATIONAL AVERAGES ON COLLEGE BOARD ACHIEVEMENT TESTS

COLLEGE-BOUND SENIORS

1990

Achievement Test	Average Score			Number Written in New York State
	New York State	National	Difference	
English Composition	527	523	+4	21,027
Literature	539	529	+10	1,958
Spanish	560	551	+9	2,962
French	562	545	+17	1,998
Latin	560	560	--	311
German	589	577	+12	230
Mathematics Level I	572	523	+4	21,027
Mathematics Level II	672	663	+9	4,322
Biology	591	561	+30	11,300
Physics	607	603	+4	2,326
Chemistry	587	574	+13	5,065
American History	556	530	+26	5,076
European History	562	546	+16	633
All Tests Combined	557	546	+11	26,243

Note: This table includes achievement tests written by college-bound seniors throughout their high school careers. The tests are listed in order of numbers written in New York State in 1990.

216

TABLE 3.22

SAT SCORES FOR PUBLIC AND NONPUBLIC HIGH SCHOOL STUDENTS BY GENDER

NEW YORK STATE

1978, 1983, 1988 THROUGH 1990

Gender and Year	Verbal	Math	Combined
Male			
1978	435	496	931
1983	428	490	918
1988	428	492	920
1989	428	494	922
1990	418	493	911
Female			
1978	427	447	874
1983	416	444	860
1988	413	448	861
1989	411	449	860
1990	407	450	857
Total			
1978	431	471	902
1983	422	466	888
1988	420	469	889
1989	419	471	890
1990	412	470	882

Note: These results represent all New York State students who took the SAT, not just those in the scholarship competition.

217

FIGURE 3.14

PERCENT OF SAT TAKERS BY TYPE OF HIGH SCHOOL*

NEW YORK STATE

1990

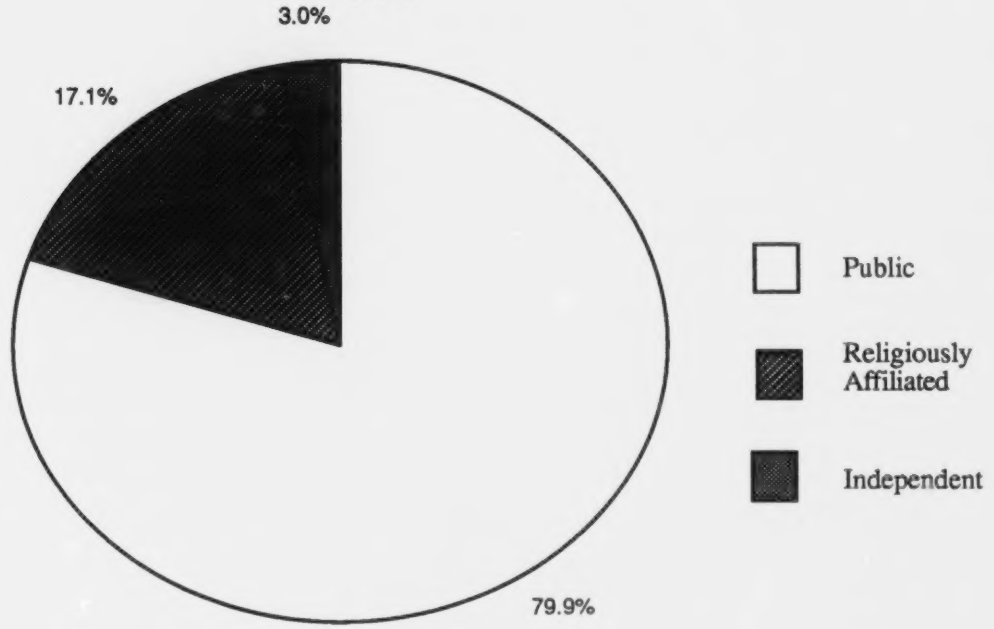
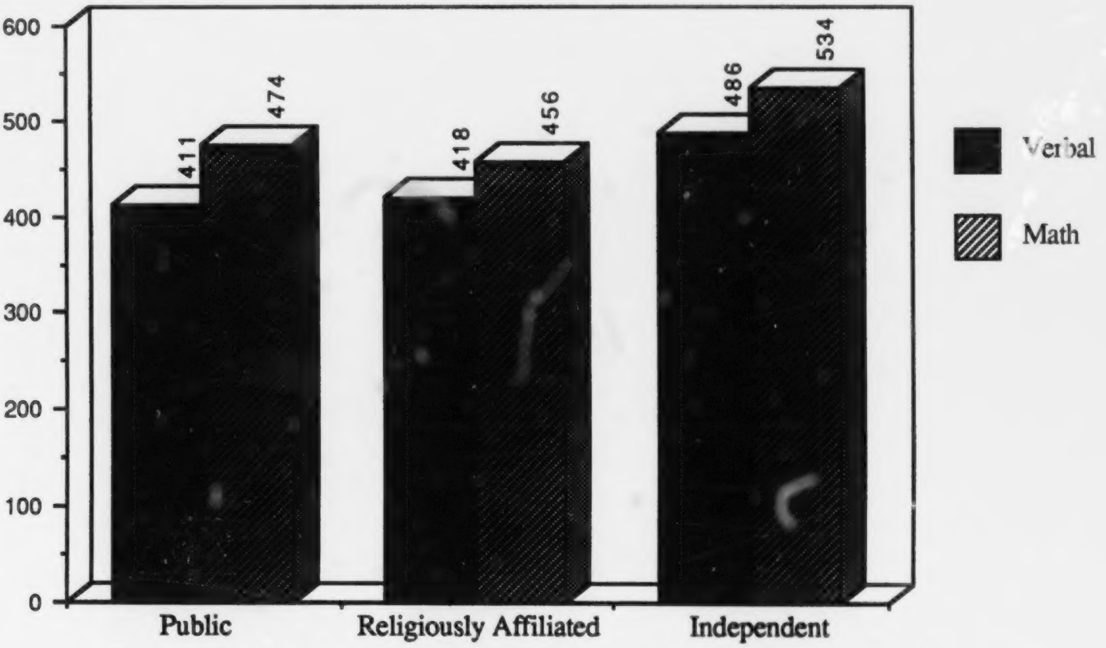


FIGURE 3.15

MEAN SCORE OF SAT TAKERS BY TYPE OF HIGH SCHOOL*

NEW YORK STATE

1990



*Classification used by the College Board. Source: The College Board

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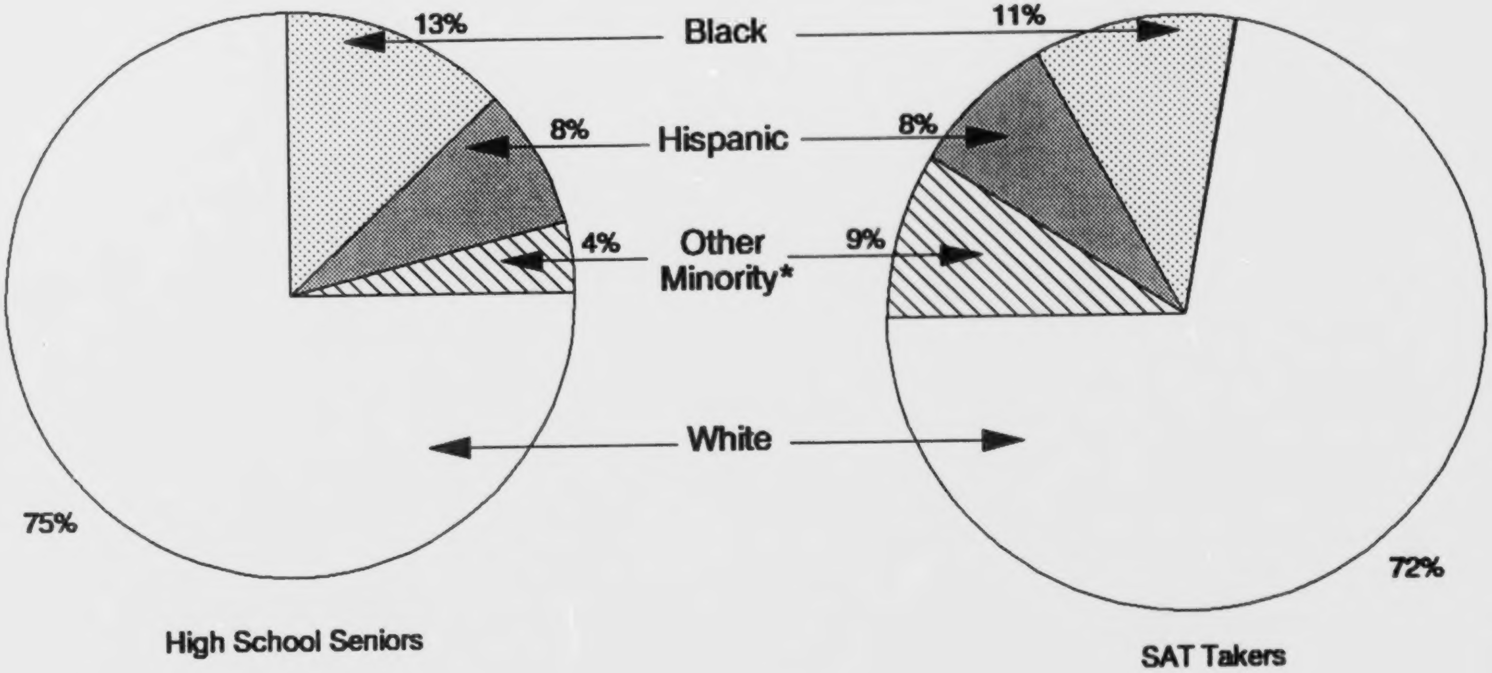
FIGURE 3.16
DISTRIBUTION OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS AND SAT TAKERS BY RACIAL/ETHNIC GROUP
NEW YORK STATE
1989-90



* Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 3.23

SAT SCORES FOR PUBLIC AND NONPUBLIC HIGH SCHOOL STUDENTS BY RACIAL/ETHNIC GROUP

NEW YORK STATE

1989-90

Racial/Ethnic Group	Number of Takers	Verbal	Math	Combined
Black	11,839	354	386	740
Hispanic	8,086	361	403	764
Other Minority*	9,785	403	507	910
White	76,092	434	492	926
No Response	16,057	**	**	**
TOTAL (All Students)	121,859	412	470	892

* Includes American Indian, Alaskan Native, Asian and Pacific Islander.

** Not available from College Board.

CHAPTER IV: ATTENDANCE AND HIGH SCHOOL COMPLETION

Beyond its inherent message of failure for thousands of young people – and for the schools that serve them – dropping out of school has become an urgent public policy issue. More than 400,000 young Americans drop out of school each year, posing an economic risk for the nation.[1] A high school education provides the minimum skills and knowledge needed by most people to function productively as adults and to compete successfully in the work force; young people who do not complete high school are at a great disadvantage. Dropouts have far higher unemployment rates than high school graduates; when employed, they earn less, are more likely to be in semiskilled manual jobs, and work at jobs with poorer working conditions.[2] The social and personal costs of not completing high school are also enormous: forgone income tax revenues; decreased productivity; increased demand for, and reliance on, social services; increased probability of criminal activity; reduced political participation; and generally, poorer health.[3]

In addition, the minimum educational requirements of the work place are constantly rising because of expanding international interdependency and competition, the explosive growth of knowledge, and the rapid application of technology. These structural changes in the marketplace are greatly reducing the demand for manual and semiskilled labor, traditionally the most available employment opportunities for high school dropouts. Contemporary social trends are fostering a greater dependence on education, especially for young women. Delayed marriage, higher divorce rates, greater labor force participation, and longer life expectancy are increasing the probability that women will need to support themselves and their children.

Although the percentage of Americans who graduate from high school has increased substantially during this century, most of the increase occurred prior to the late 1960s. At the turn of the century, only one in ten children graduated from high school. By 1932, the percentage had increased to three in ten, and by 1978, to seven in ten. However, the national graduation rate has shown no appreciable gain since the mid-1960s, when it was 73 percent.

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[1] National Center for Education Statistics, *Dropout Rates in the United States: 1989*, NCES 90-659, (Washington, D.C.: U.S. Department of Education, September 1990), p. 16.

[2] U. S. General Accounting Office, *School Dropouts: The Extent and Nature of the Problem*, Washington, D.C., June 1986, pp. 22-26.

[3] Russell W. Rumberger, "High School Dropouts: A Review of the Issues and Evidence," *Review of Educational Research*, Summer 1987, pp. 114-115.

Minority youth and children from low-income families, who have traditionally had high dropout rates, represent an increasing proportion of the public school enrollments. Hence, the percentage of students leaving school prior to high school graduation is very likely to increase, unless efforts to promote minority student retention are successful.

Many states, including New York, have initiated school improvement efforts which have raised the expectations for student performance and the requirements for high school graduation. Some educators believe that these enhanced standards may inadvertently induce more marginally performing students to leave school prior to graduation, especially if schools do not undertake focused efforts to help such students meet the new standards.[4]

There are limitations to current data-collection and reporting methodologies regarding dropouts. A major obstacle to collecting better data is the lack of a standard definition. Should all premature school leavers be defined as dropouts? What about students not enrolled in a regular school program who are pursuing formal education through high school equivalency classes, alternative night schools, the military, or community colleges?[5] Where a standard definition exists, districts may not always know whether a student has transferred to another program or dropped out. A related issue is timing: At what point does a youth's status change from chronic truant to dropout?

Another limitation to collecting accurate data is that some of the data are self-reported (e.g., data from the U.S. Census). The reliability of self-reported data on educational attainment has been questioned, because of the stigma of dropping out. Also, districts generally lack the resources to determine whether students who have officially dropped out later pursue other educational programs. Despite the limitations of some current dropout statistics, several important patterns regarding student attendance and retention can be discerned from well-designed national studies such as *High School and Beyond*. For New York State students, data reported to the State Education Department by local school districts also provide a useful source of information.

Who Drops Out?

As Figure 4.1 shows, in 1986 over 97 percent of this country's 14- and 15-year-olds were enrolled in school. The rate declines noticeably for 16- and 17-year-olds (89.5 percent). Enrollment statistics for this age group are undoubtedly influenced by the fact that in many states (including New York), 16 years of age is the earliest point a person can leave school legally. A sizable percentage of 18- to 21-year-olds were still enrolled in high school nationwide in 1986, indicating that many youth take more than the traditional four years to complete high school. Some Black and Hispanic youth demonstrate a strong perseverance to graduate: approximately one-fifth of Black and Hispanic 18- and 19-year-olds as well as almost three percent of 20- and 21-year-olds from these minority groups, were still enrolled in high school.

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[4] Rumberger, p. 102.

[5] In New York State, adults who are not high school graduates may earn a diploma by successfully completing 24 credit hours at a community college.

Many young people between the ages of 14 and 21 who were not enrolled in school during 1986 had not earned a diploma. In that year, there were 3.7 million 18- to 24-year-olds who had quit school prior to graduation. Figure 4.2 provides nationwide data about high school dropouts by age and race/ethnicity. Hispanic youth are disproportionately represented: about 38 percent of Hispanic 22- to 24-year-olds were not enrolled in school and did not have a high school diploma, compared to 17 percent of Black and 14 percent of White 22- to 24-year-olds.

In his statistical snapshot of American youth,[6] James Wetzel summarized a study by the Census Bureau's Education and Social Stratification Branch that compared the grade-by-grade dropout rates for 1973 to those for 1983:

ANNUAL GRADE-BY-GRADE DROPOUT RATES
UNITED STATES
1973 and 1983

Grade	1973	1983	Difference
Tenth	5.4%	3.7%	-1.7%age points
Eleventh	6.5	4.5	-2.0
Twelfth	7.1	7.5	+0.4

Source: U.S. Census Bureau, *School Enrollment – Social and Economic Characteristics of Students: 1983*, Series P-20, Number 413, 1987.

Data in the above table suggest that students who dropped out during 1983 attended high school for a longer period of time than those who dropped out ten years earlier. If so, the 1983 dropouts had a greater exposure to schooling than their predecessors, which should have provided the 1983 dropouts with a stronger academic background if they chose to complete high school at a later date.

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[6] James R. Wetzel, *American Youth: A Statistical Snapshot*, (Washington, D.C.: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, August 1989), pp. 13-14.

In 1980, the U.S. Department of Education's Center for Education Statistics sponsored the *High School and Beyond* (HS&B) study, which surveyed more than 22,500 sophomores nationwide regarding their personal backgrounds, educational aspirations, and attitudes toward school. Two years later, this same sample of young people was surveyed again. An analysis of the data from this study indicated that about ten percent of the sampled youth who dropped out of public and nonpublic schools between 1980 and 1982 had returned to school or were in high school equivalency programs by 1982. This percentage increased to about 50 percent by 1984. White dropouts and youth from families with higher socioeconomic status were more likely to return to schooling than were minorities or youth from low-income families.

High School and Beyond also confirmed previous findings about the importance of socioeconomic factors in educational attainment.[7] The socioeconomic status and structure of students' families are significant indicators of "educational risk."

Socioeconomic Factors

Among all students surveyed in *High School and Beyond*, regardless of race, ethnicity or gender, those whose fathers worked in unskilled occupations were twice as likely to drop out as students whose fathers' occupations were in professional/technical fields.

Dropping out was strongly related to parental educational attainment. For all students, the more education the parents had, the less likely the student was to leave school prematurely. Children of high school dropouts were most at risk; generally, they were two to three times more likely to drop out than children whose parents held a college degree, thereby perpetuating a cycle of school noncompletion.

Family Structure Factors

For the vast majority of students, the absence of one parent increased the students' likelihood of dropping out. Absence of both parents further escalated the probability of dropping out of school.

Unmarried teenaged mothers were very likely to drop out. Almost three-quarters (72 percent) of Hispanic unwed mothers in the HS&B sample dropped out of school. For White unwed mothers, the figure was 61 percent, and for Blacks, 40 percent. Among students who were married and without children, the dropout rate was more than 50 percent for all racial/ethnic groups and both sexes. Other national statistics show that although giving birth substantially increases the likelihood that an adolescent will drop out of high school, there have been important gains in the educational attainment of these mothers. Among women having their first child at 17 years of age or younger, only 29 percent graduated from high school in 1975, but 56 percent graduated in 1986.[8]

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[7] Stephen M. Barro and Andrew Kolstad, *Who Drops Out?: Findings from High School and Beyond*, (Washington, D.C.: U.S. Department of Education, Center for Education Statistics, 1987).

The HS&B data show that the risk of dropping out declines with rising socioeconomic status, and increases for children from large families and single-parent homes. Apparent interracial differences in dropout rates, often taken at face value, in fact may disappear completely when socioeconomic status and family composition factors are taken into account. In other words, when minority students are compared to White students with identical family structures and socioeconomic status, differences in the dropout rates among these students are minimal.

DROPOUT RATES FOR PUBLIC SCHOOL STUDENTS BY RACE/ETHNICITY WITH AND WITHOUT CONTROLS FOR BACKGROUND CHARACTERISTICS

Race/Ethnicity	Uncontrolled	Controlled
All Groups	14.4%	14.4%
White	13.0	14.8
Black	17.2	10.5
Hispanic	19.1	16.0

Source: Stephen M. Barro and Andrew Kolstad, *Who Drops Out?: Findings from High School and Beyond*, (Washington, D.C.: U.S. Department of Education, Center for Education Statistics, 1987), Table 3.3.

The controlled dropout rates noted above were computed using statistical techniques that determined the effect of background variables on dropout rates and then adjusted the dropout rates to account for differences among racial/ethnic groups in their family background. So computed, the dropout rate for White students appears slightly larger (1.8 percentage points), while the dropout rates for Black and Hispanic students appear smaller (by 6.7 and 3.1 percentage points, respectively). A major factor, therefore, in accounting for the higher uncontrolled dropout rates among Black and Hispanic youth is that substantially higher proportions of Black and Hispanic youth come from economically and educationally disadvantaged backgrounds.[9] There is a high correlation between poverty – regardless of race/ethnicity – and dropping out of school.

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[8] Child Trends, Inc., *Facts at a Glance*, September 1989.

Why Do Students Drop Out?

In attempting to understand the causes of dropping out, researchers have also studied the effects of academic performance. As may be expected, students who encounter success in the classroom tend to remain in school for more years than those who experience less academic success. Of the students in the HS&B sample who repeated a grade before their sophomore year, more than one out of four dropped out of school. For New York State students, the likelihood of repeating a grade increases if the student is minority, limited-English-proficient, poor, or living in a single-parent household.[10] The relationship between normative grade level and vulnerability to dropping out is of particular concern for language-minority children. Nearly one-quarter of all Hispanics enter high school overage, frequently because language difficulties have caused them to be retained in an earlier grade.[11]

Dropouts themselves report a variety of reasons for leaving school. More than half of White and Black males cited school-related reasons: disliking school or being expelled or suspended. One-fifth of all dropouts, but almost 40 percent of Hispanic males, cited economic reasons. A third of all female dropouts reported personal reasons such as pregnancy or marriage.[12] Some students leave school prematurely to attend to family or health needs that have made school disruptive or irrelevant for them.[13] Others leave because they have internalized negative messages about their own abilities and self-worth and consequently have become alienated from school.

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[9] U.S. General Accounting Office, *School Dropouts: The Extent and Nature of the Problem,* p. 15.

[10] New York State Council on Children and Families, *State of the Child in New York State*, (Albany, New York, 1988), Table 10, p. 128.

[11] Task Force on the New York State Dropout Problem, *Dropping Out of School in New York State: The Invisible People of Color*, (Albany, New York: New York State African American Institute of the State University of New York, 1987), p. 13.

[12] Russell W. Rumberger, "High School Dropouts: A Review of the Issues and Evidence," Table 3, p. 109.

[13] Michelle Fine, "Why Urban Adolescents Drop Into and Out of Public High School," *Teachers College Record,* 87, Spring 1986, p. 394.

A recently completed longitudinal study designed to test the reliability of certain indicators of academic progress in identifying future dropouts confirmed what young people interviewed for the HS&B study said about the role of school-related factors in their decisions to drop out.[14] The study accurately predicted future dropouts from among elementary school students two-thirds of the time; strong indicators included high absenteeism which often begins in late elementary school, low grade-point average, an above-average number of failing grades, negative teacher comments in elementary school, and participation in some form of special education. In regard to this last indicator, more than half of the dropouts included in the study had been referred to special education programs, compared to 30 percent among high school graduates.

Much of the literature about dropouts has focused on correlating specific student economic, family, and personal characteristics with the incidence of dropping out. Even when school-related factors are studied, they are usually analyzed on an individual student basis. Much less attention has been devoted to studying the impact of schools – their organization, leadership, and the ways they respond to student needs – on students' decisions to drop out. Yet, many eventual dropouts attend schools with very poor facilities, insufficient resources, and inadequate teaching staffs – conditions that could well affect their academic performance and ultimately their decisions to leave.[15]

The New York State Situation

The number of school buildings, the differences in school district characteristics, and the diversity and mobility of the State's children make an analysis of data about high school attendance and completion for New York State a complex task. Because of this complexity, it is not possible simply to discuss statistics about dropouts in isolation; it is also important to review a number of related variables, including attendance and graduation rates, participation in alternative high school equivalency programs, and the awarding of high school equivalency diplomas.

Because of the association discussed previously between dropping out and certain socioeconomic and school variables, this chapter will also examine the effects on attendance and dropout rates of two school socioeconomic variables: the percentage of minority students enrolled in public schools (minority composition) and the percentage of students from families receiving public assistance (poverty status). These two variables are themselves highly related in New York State high schools; that is, schools with larger minority enrollments also tend to have larger percentages of students from families receiving public assistance ($r = 0.63$).

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[14] Byron L. Barrington and Bryan Hendricks, "Differentiating Characteristics of High School Graduates, Dropouts and Nongraduates," *Journal of Educational Research*, vol. 82, No. 6, July-August 1989, pp. 310-9.

[15] Russell W. Rumberger, "High School Dropouts: A Review of the Issues and Evidence," p. 110.

Figure 4.3 shows the breakdown of public high schools within each category of minority composition by poverty status. The majority of schools (671) had less than 20 percent minority enrollment. Most of these (541) had fewer than 20 percent of their students living in poverty. The second-largest group of schools (157) had minority enrollments in excess of 80 percent. These schools were the most likely to have large percentages of students living in poverty. While no schools among those with the lowest percentages of minority enrollments had more than 60 percent of their students living in poverty, 44 schools (28 percent) in the highest minority composition category had 60 percent or more of their students living in poverty.

Attendance Rates

As shown on Figure 4.4, the average attendance rate statewide for 1988-89 (the most recent year for which complete data are available) was 91.1 percent. In other words, on average, 91 out of 100 enrolled students were present in the school building for some portion of the school day. Since 1975-76, average attendance rates have shown some improvement: the statewide annual attendance rate increased 0.8 percent; the average attendance rate for the New York City public schools increased 2.2 percentage points. However, the average rate for the Large City Districts actually decreased by 0.6 percent.

The 1988-89 average attendance rates varied among schools when rates were analyzed by community type and minority composition of the school. Table 4.1 shows that the average attendance rates of Non-city Districts and other City Districts were higher than that of the Big 5 cities. The New York City public schools had the lowest average attendance rate of any community type. These differences among community types may be partially explained by corresponding differences in the socioeconomic composition of the schools within community types.

As the percentage of minority students in a high school increased, the average annual attendance rate decreased; that is, there was a moderately strong negative correlation between the two variables ($r = -0.69$). The poverty status of high schools was also moderately negatively correlated with average annual attendance ($r = -0.45$). In other words, as the percentage of students from families receiving public assistance increased, the rate of attendance decreased.

Table 4.2A presents the average annual attendance rates, by community type and by minority composition of the school. The statewide statistics illustrate the negative relationship between the minority composition of public schools and average annual attendance rates. In 1988-89, schools with 20 percent or fewer minority students had an average attendance rate of 94.6 percent (91.7 percent in New York City), compared with 85.0 percent (84.7 percent in New York City) in schools composed of more than 80 percent minorities.

Table 4.2B provides additional detail regarding annual attendance rates by minority composition of school and community type for 1988-89. The table displays for each minority composition category the percent of schools within that category which have a low, medium or high annual attendance rate. For example, in Other City Districts, only 26 percent of all schools with 20 percent or less minorities – but 86 percent of schools with more than 80 percent minorities – had annual attendance rates less than 94 percent.

Many of the factors that cause students to leave school prematurely – alienation from the schooling process, economic difficulties, and family problems – may also cause students to be absent frequently. Schools with low average attendance rates tend also to have high dropout rates. Among New York State public schools serving grades 9 through 12, the correlation between average attendance rate and annual dropout rate for 1988-89 was moderate ($r = -0.56$).

Dropout Rates

During the 1980s, 426,000 young people left New York State public schools without completing requirements for high school graduation. In 1988-89 – the most recent year for which statistics are available – over 41,000 students dropped out of school. About two-thirds of these students attended school in the State's largest cities: New York, Buffalo, Rochester, Syracuse, and Yonkers. A disproportionate percentage of these young people were minority students.

The statistics cited above are based on annual dropout statistics submitted each fall for the preceding year by public school principals and the New York City Board of Education. In New York State, a dropout is any pupil who left school prior to graduation for any reason except death and did not enter another school or a program leading to a high school equivalency diploma. While the definition is clear, the methodologies used to estimate the number of dropouts are less so.

Three measures are used to estimate the size of the dropout problem. The first, the **annual dropout rate**, is calculated by dividing the number of dropouts during a single year by grade 9-12 enrollment for that year. The second, the **graduation rate**, compares the number of students enrolled in grade 9 in a given year with the number of students who graduate four years later. The last measure, the **cohort dropout rate**, is calculated by following a group of students who entered ninth grade together and determining the percentages of those students who have graduated, dropped out, or remained in school after given intervals of time. Each measure has advantages and disadvantages.

The annual dropout rate can be calculated using statistics that are readily available for all high schools; it is easily usable when aggregating statistics at the district, regional, and State levels. The annual dropout rate is not, however, a precise measurement, nor does it address the number of dropouts who return to school at some later date or eventually get diplomas or high school equivalency diplomas. Therefore, it is at best an imprecise indicator of the percentage of students who, having entered the school system, will never complete course requirements for graduation. The annual dropout rate is merely a description of a school's retention powers for a given year.

The statistic of more interest and greater policy implications is the percentage of students who do not eventually complete graduation requirements. The graduation rate attempts to estimate the percentage of entering ninth-graders who graduate in four years. Like the annual dropout rate, the graduation rate is easily calculated using available data. It too, however, is imprecise. The graduation rate does not take into account the number of students who, within the four-year period, leave or enter the district. In fact, this methodology relies on an assumption that the number of new students entering a district is exactly equal to the number of students who leave. Another factor in the imprecision of the graduation rate is the implicit assumption, which has been proven incorrect, that all students complete high school in four years.

The most precise way to determine the number of students who do or do not complete graduation requirements within a given period of time is the cohort methodology. This method, however, places the greatest demand on local resources, since it requires active effort on the part of the school to monitor the status of students who are no longer enrolled in the district but have not yet graduated. Most districts have neither the funds nor the personnel to conduct such research.

The Student Information System (SIS), being developed by the State Education Department as part of the Technology Network Ties (TNT) program, will, when fully implemented, allow computation of a cohort dropout rate for all New York State students. Additional information about both SIS and TNT is included in the Appendix to this report.

One factor which complicates the accurate calculation of a school-completion rate is student mobility. Over the course of a school year, thousands of students in New York State transfer across school district boundaries, among school buildings within districts, between the public and nonpublic sectors, and in and out of the State. The State Education Department does not currently collect district-level statistics on the number of students who change their schools of attendance during an academic year. The Department does, however, collect as part of the Basic Educational Data System (BEDS) a school-building "student stability rate": the percentage of students in the highest grade in a school during a certain year who were enrolled in that same school during the previous year. This statistic provides some indication of the degree of student mobility during 1989-90. Table 4.3 displays the information about student stability for school buildings by the four community types and for the five categories of minority composition within each community type.

Schools located outside the Big 5 cities have extremely stable student populations. In fact, 93 percent of all schools in the Other City Districts category and 97 percent of all schools in the Non-city Districts category have high student-stability rates. Also, for these schools, it appears that the minority composition of enrollment does not have a significant impact on the rate of student mobility. The patterns for the Big 5 city districts are noticeably different. Only 20 percent of New York City schools and 71 percent of the Large City Districts have high student stability rates. For schools in both of these community types, the minority composition of the school does appear to be associated with student mobility. Generally, as the minority composition of the schools increases, the percentages of schools with high student-stability rates decline.

The State Education Department's capacity to report accurately on the high school completion rates of New York State students will undoubtedly improve due to the Department's collaboration with the U.S. Department of Education's National Center for Education Statistics in the administration of the *National Education Longitudinal Study of 1988* (NELS:88). The NELS: 88 report is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on careers. In 1988, approximately 26,000 eighth-grade students, their parents, teachers, and school principals were surveyed. The sample of students was surveyed again in 1990 when they were in the tenth grade.

The New York State schools included in the national sample were selected to be representative of the State as a whole so that findings could be generalized to the population of the State's students in the same grade cohort. Moreover, the New York State sample has been augmented to allow comparisons between New York City and the rest of the State, and analysis of data for Whites and minorities, males and females. The study should complement and strengthen State and local efforts by providing new information about how school policies, teacher practices, and family involvement affect student educational outcomes. Among the major research topics is dropping out of school from eighth grade on. NELS:88 is examining the contextual factors associated with dropping out, especially school-related ones, and tracking students as they move in and out of school, including alternative high school programs.

The remainder of this chapter is divided into two sections. The next section will review annual dropout statistics for the State and the various community types of public school districts. This review will be supplemented with a discussion of patterns in high school graduation and the results of New York City's cohort dropout study for the Class of 1986. The final section will briefly present information about alternative high school programs and the awarding of high school equivalency diplomas. This section has been added to the chapter because a discussion about high school completion would be unfinished without consideration of how some young people who leave the traditional high school setting are pursuing education through alternative means.

Student Retention

Annual Dropout Rate

Figures 4.5A and 4.5B indicate that both the number of dropouts and the annual dropout rate for the State's public secondary schools have decreased since 1980-81. This decrease followed a decade of annual increases in the number of dropouts. For the 1980-81 academic year, school districts reported a statewide average dropout rate of 6.6 percent annually. New York City schools reported a dropout rate of 11.8 percent that year. Five years later, 1985-86, the average dropout rate had been reduced to 5.1 percent statewide and to 8.3 percent for New York City. By 1988-89,[16] however, the statewide annual dropout rate increased slightly to 5.3 percent. This statewide increase is attributable entirely to increases in the annual dropout rate over the last two years occurring in New York City (a 0.4 percentage point increase) and the Large City Districts (a 0.6 percentage point increase). The average dropout rate for districts outside the Big 5 cities decreased slightly between 1985-86 and 1988-89, from 3.2 to 3.0 percent. Although there were several consecutive years of improvement in the mid-1980s, the annual dropout rate for the State is only four-tenths of a percentage point lower than it was in 1970-71. Figure 4.5C shows how annual dropout rates vary geographically in public school districts across the State.

Figures 4.6A and 4.6B present the numbers of dropouts and the average annual dropout rates for nonpublic secondary schools. Between 1975-76 and 1988-89, the nonpublic school dropout statistics have been characterized by extremely low numbers and very consistent annual rates. Throughout the thirteen years covered in the table, the actual number of nonpublic school students who dropped out never exceeded 638 pupils statewide. During this same period, the annual dropout rate has never fluctuated more than two-tenths of a percentage point. In 1988-89, 372 pupils or 0.3 percent of students in nonpublic schools across the State dropped out.

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[16] The 1988-89 school year is the most recent year for which complete dropout data are available.

Table 4.4 shows substantial differences among community types in the average annual dropout rates of public schools. Non-city Districts had the lowest dropout rates in 1988-89; New York City had the highest (8.7 percent, compared to 2.7 percent in the Non-city Districts). An analysis of the 1988-89 annual dropout rates for public school buildings with ninth- through twelfth-grade students indicated that the likelihood of dropping out increased as the percentage of students from families receiving public assistance increased and as the percentage of students from minority backgrounds increased. Public school buildings which enrolled the largest percentages of both poor students and minority students had the highest annual dropout rates, averaging 8.8 percent in 1988-89 – more than one and a half times greater than the statewide average and more than three times greater than the annual dropout rate for public schools enrolling small percentages of children from both low-income families and minority backgrounds.[17] Table 4.5 illustrates the combined effects of poverty status and the minority composition of schools on average annual dropout rates in 1988-89.

More than four out of ten New York City high schools were high-poverty, high-minority schools. The dropout rate in these schools (8.5 percent) was significantly higher than the dropout rate of schools in any other category. New York City is unique in the percentage of its students attending high-poverty, high-minority schools; 98 percent of all students statewide in this category of schools are in New York City. The four high-poverty, high-minority schools in the Large City Districts had an average dropout rate of 26.1 percent. The majority (74.5 percent) of schools in Non-city Districts were low-poverty, low-minority schools and, as expected, experienced low dropout rates (although here, too, the correlation of dropout rate, poverty rate, and minority enrollment holds).

Across the State, a disproportionate number (33.3 percent) of dropouts attended high-poverty, high-minority schools. Approximately one out of twelve students attending these schools dropped out in 1988-89. In contrast, fewer than 3 out of 100 students attending schools in the low-poverty and low-minority category dropped out. Since almost half of New York State students (46.9 percent) attended the latter schools, students from these schools constituted the next largest portion (28.9 percent) of dropouts.

Tables 4.6A and 4.6B and Tables 4.7A and 4.7B present the annual dropout rates within each community type, broken down by minority composition and poverty status. For 1988-89, the annual dropout rate for public schools with minority enrollments greater than 80 percent was 8.6 – three times the rate for schools with only 20 percent or fewer minorities. Statewide, schools in which poor children comprise more than 80 percent of the enrollments have an average annual dropout rate of 9.9 percent, compared to only 3.0 percent for schools with 20 percent or fewer poor children.

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[17] A statistical analysis conducted by State Education Department staff indicated that dropping out was significantly correlated with both poverty status (r = .30) and minority composition (r = .40) of the school.

Additional evidence for the correlation between poverty and dropping out is provided by an analysis of 1980 census tracts by poverty status.[18] Welsh concluded that there was no striking evidence that children ages 5 to 14 years living in census tracts with concentrations of poverty do not attend elementary schools (as measured by grade K-8 enrollment as a percentage of the 5- to 14-year-old population). Yet, for the secondary grades, there were significant differences among census tracts according to poverty status:

PERCENT OF NEW YORK STATE 16- TO 19-YEAR OLDS WHO HAVE NOT FINISHED HIGH SCHOOL AND ARE NOT ENROLLED IN SCHOOL, 1980

Poverty Status of Tract	Percent
Nonpoverty (less than 20% poor)	6.4%
Midpoverty (20%-40% poor)	14.1
Extreme poverty (more than 40% poor)	18.1

Source: James B. Welsh, "Characteristics of High Poverty Areas in New York State."

A person 16 to 19 years old living in a neighborhood of extreme poverty was almost three times as likely to have dropped out as one in a nonpoverty community. According to Welsh, in the three New York City boroughs with the greatest concentrations of poverty in the entire State – the Bronx, Brooklyn, and Manhattan – the likelihood of dropping out was even greater: 19.5 percent, basically one in every five young people. In these three boroughs, only two out of five adults had completed high school.

The analysis of the U.S. Census and *Current Population Survey* data for the State as a whole (Table 4.8) indicates that fewer New York State residents 25 years of age and older lacked high school diplomas in 1989 than in 1980. For Blacks, the percentage decreased from 42.4 to 33.9; for Hispanics, from 58.0 to 50.3; and for Whites, from 31.3 to 21.5. While there were differences by gender within racial/ethnic groups, these differences were small. Among adult females, 22.2 percent of Whites, 34.0 percent of Blacks, and 49.8 percent of Hispanics had not completed high school in 1989.

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[18] James B. Welsh, "Characteristics of High Poverty Areas in New York State," pp. 15-17.

Graduation Rate

As defined earlier, the graduation rate is the number of high school graduates divided by the grade 9 enrollment four years earlier. The graduation rate is, at best, a simplified portrayal of student retention derived by using two sets of cross-sectional data in an attempt to approximate a longitudinal phenomenon. At worst, the graduation rate implies the use of a cohort survival technique which, in reality, can only be accomplished under the most controlled circumstances.

Calculating a graduation rate is most acceptable for describing high-school retention for the nation as a whole, since the assumption of zero-net migration over four years is least troublesome at that level. Such calculations, however, become less valid the smaller the unit of analysis (state, school district, school building). In the worst possible scenario, which is actually realized in some of the least effective schools, the ninth-grade class will have been completely replaced by the twelfth grade, so that the graduates are a distinctly different group from the original ninth-grade cohort. Also, in troubled schools a number of students may take more than four years to complete graduation requirements. One-quarter of the New York City cohort studied were still enrolled in high school in the fifth year.

Given these limitations, Figure 4.7 provides information about graduation rates for New York's public and nonpublic school students from 1970-71 to 1989-90, disaggregated for New York City and the rest of the State. In 1970-71, the number of graduates statewide was three-quarters the number of ninth-graders in 1967-68. By 1989-90, the graduation rate declined to little more than two-thirds. Part of the decrease in the graduation rate was due to a decrease in the rate for districts and nonpublic schools outside New York City. However, most of the statewide decrease in the graduation rate was attributable to a lower graduation rate in New York City: from 60.3 percent in 1970-71 to an estimated 47.9 percent for 1989-90.

Most of this decrease in graduation rates occurred before 1980. Since 1980-81, there has been very little change in the graduation rate: the 1988-89 graduation rate was 1.1 percentage point greater for the "Rest of State" districts and 2.0 percentage points lower for New York City public schools.

Student Cohort Retention in New York City

New York City had the highest average annual dropout rate of any community type in the State. The district's Cohort Dropout Study provides more detailed information about students who failed to complete high school, and thereby provides an additional perspective on the magnitude of the dropout dilemma. In June 1988, the New York City school district published a report showing the status of the Class of 1986 five years after they began the ninth grade and one year after their expected graduation date.[19] This cohort consisted of 71,484 students who entered the ninth grade for the first time in 1982-83, the tenth grade in 1983-84, the eleventh grade in 1984-85, and/or the twelfth grade in 1985-86. Forty-one percent of the cohort completed high school at the expected time, June 1986. At that time, 21.8 percent of the class were considered dropouts, 12.3 percent had transferred out, and 24.9 percent were still enrolled.

One year later, the percentage of completers had increased to 45.6 percent and the percentage of dropouts to 26.4 percent. A sizable number of students (15.3 percent) were still enrolled. The majority of these students (68 percent) had been classified as juniors or seniors in June 1986, and a substantial percentage of them were expected to graduate during their sixth year. Another 21.0 percent of the still-enrolled students were only in grade 9 or 10 and were, consequently, more than three years older than their classmates. Most of these students were expected to drop out.

Additional information about students was collected as part of the cohort study. Most students dropped out in their third or fourth year of high school. At the time they dropped out, they were classified as being in ninth or tenth grade and were one or two years beyond the expected age for their grade. Accordingly, almost three times as many dropouts as graduates were overage for their grade. Most students dropped out from the school in which they first enrolled as ninth-graders. One in ten graduates received a high school equivalency diploma; students who graduated in the fifth rather than the fourth year were more likely to have received such diplomas. The district collected information about dropouts' reasons for leaving school and found that relatively few students dropped out to enter military service or gain job training. Four out of five students were at least 17 years old and legally able to leave school for reasons other than employment.[20]

The cohort study has added significantly to our knowledge about dropouts in New York City (which represents almost 60 percent of all young people who dropped out in 1987-88). Due to the unique characteristics of the New York City public school system, such as its size, complexity, and concentrations of poor and minority children, it is not advisable to generalize about student retention in other districts using the New York City study findings. Cohort studies in other districts are needed to determine whether similar or different patterns exist outside of New York City.

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[19] Office of Educational Assessment, *The Cohort Report: Four-year Results for the Class of 1987 and An Update on the Class of 1986*, (New York, New York: New York City Board of Education, June 1988).

[20] According to a New York City ordinance, 16-year-olds may leave school legally only for employment.

Alternative Programs and General Equivalency Diplomas

In response to growing concern about the number of students who are failing to complete high school and the consequences of this failure, many districts are providing alternative programs for potential dropouts. These programs are designed to enable students who are not succeeding in the traditional school structure to complete diploma requirements. Table 4.9 reports trends in the rate of student participation in alternative programs. The reported rates are based on the percentage of students leaving their schools the prior year to attend an alternative program leading to a high school diploma. The number and percentage of students participating in these programs across the State increased slightly (from 1.8 percent to 2.0 percent) between 1986-87 and 1989-90. Just as New York City and the Large City Districts have higher dropout rates than the Non-city Districts, these urban districts have higher percentages of students participating in alternative programs.

Data from the national *High School and Beyond* study (discussed previously) indicate that as many as half of the young people who drop out of school may return to earn high school diplomas at a later time. Table 4.10 shows that about 36,500 New York State residents of all ages were awarded high school equivalency diplomas in the twelve-month period from September 1989 to August 1990. Approximately 37 percent of the high school equivalency diplomas were awarded to young people under the age of 20 – those who had been very recent dropouts or had been enrolled in alternative programs. More than three-quarters of all these diplomas were awarded to New York State residents under the age of 30. These statistics indicate that many young people who leave the traditional high school without a diploma soon understand the value of that credential and return to earn it. However, the actual number of high school equivalency diplomas awarded to young people of school age (16 to 19 years old) during 1989-90 is only a fraction of the number of young people who left school during that period.

The statistics discussed in this chapter clearly indicate that schools with the largest concentrations of minority students and students from families receiving public assistance have, on average, the lowest attendance rates and the highest dropout rates. Further, the majority of these schools are located in the State's largest urban areas. The findings of the *High School and Beyond* study support the common-sense notion that the risk of dropping out is closely related to the occupational and educational levels of the parents, to the presence or absence of both parents in the home, and to the student's academic achievement.

FIGURE 4.1
U.S. YOUTH ENROLLED IN HIGH SCHOOL PERCENT OF AGE GROUP ENROLLED
1986

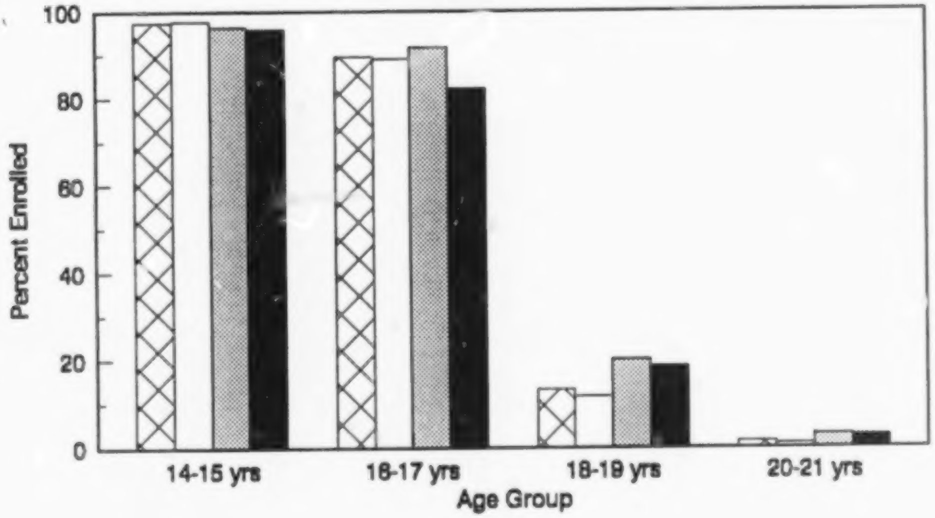
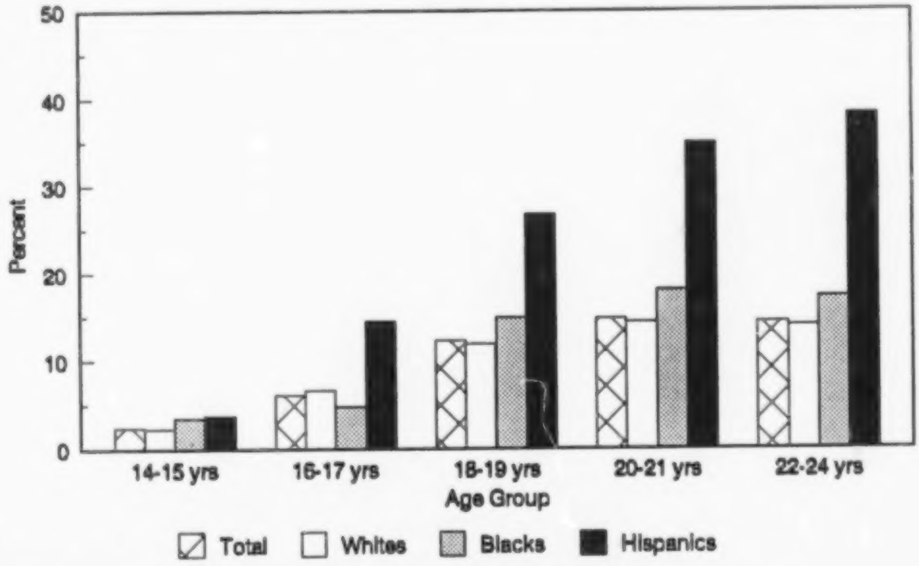


FIGURE 4.2
YOUTH NATIONWIDE NOT RECEIVING A DIPLOMA AND NOT IN SCHOOL PERCENT OF AGE-RACE/ETHNIC GROUP
1986



Source: Bureau of the Census, *School Enrollment-Social and Economic Characteristics of Students: October 1988.* Series P-20, Number 429,(USPGO,Washington D.C.:1988),pp 5-7.
Reprinted from James R. Wetzel's *American Youth, A Statistical Snapshot,* Washington D.C.:
Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989

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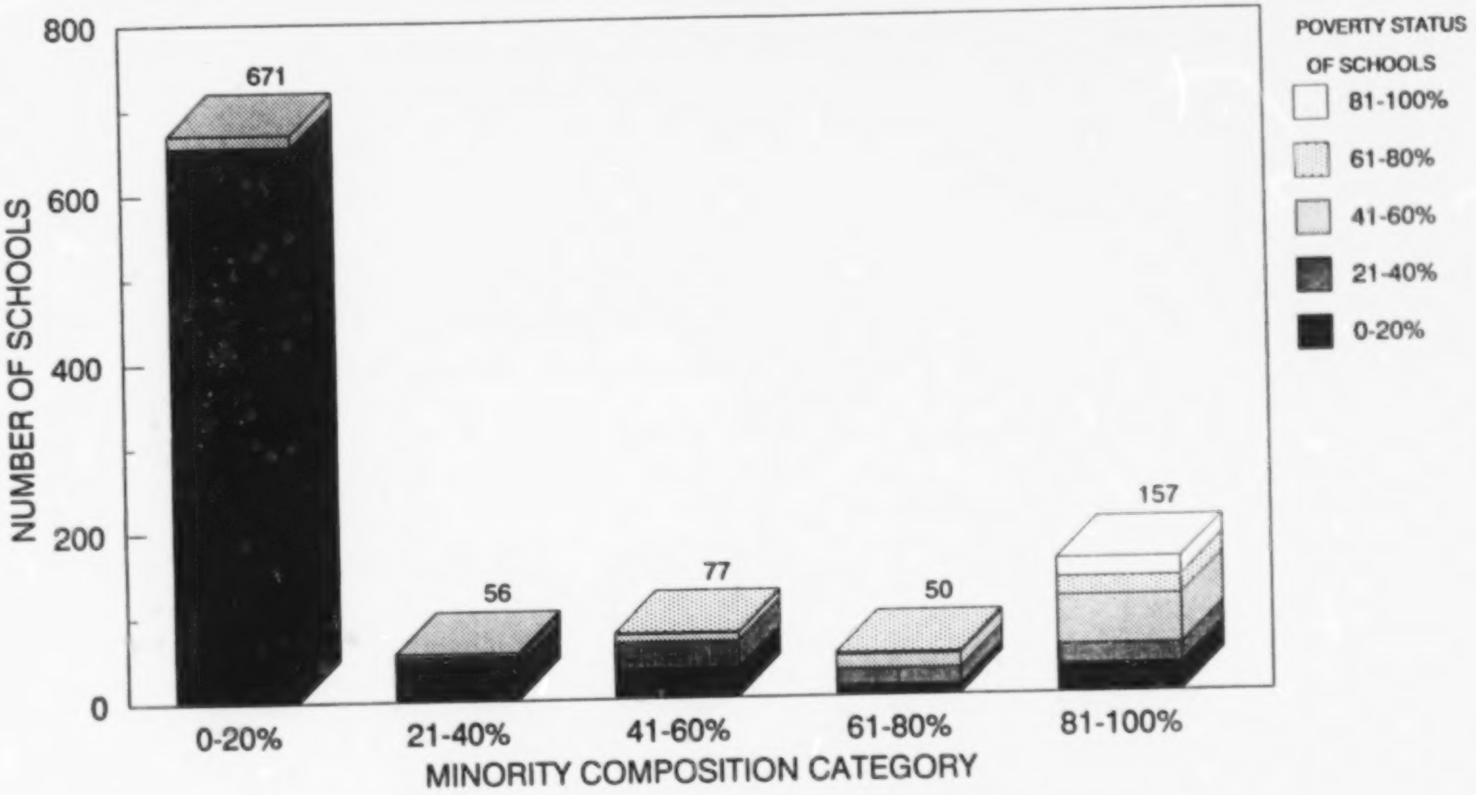
FIGURE 4.3 PUBLIC HIGH SCHOOLS IN EACH MINORITY COMPOSITION STATUS SHOWING POVERTY STATUS 1989-90



Note. Each bar represents the number of schools with a given minority composition; within each bar differential shading shows the breakdown of those schools according to the estimated percentage of children from families receiving public assistance.

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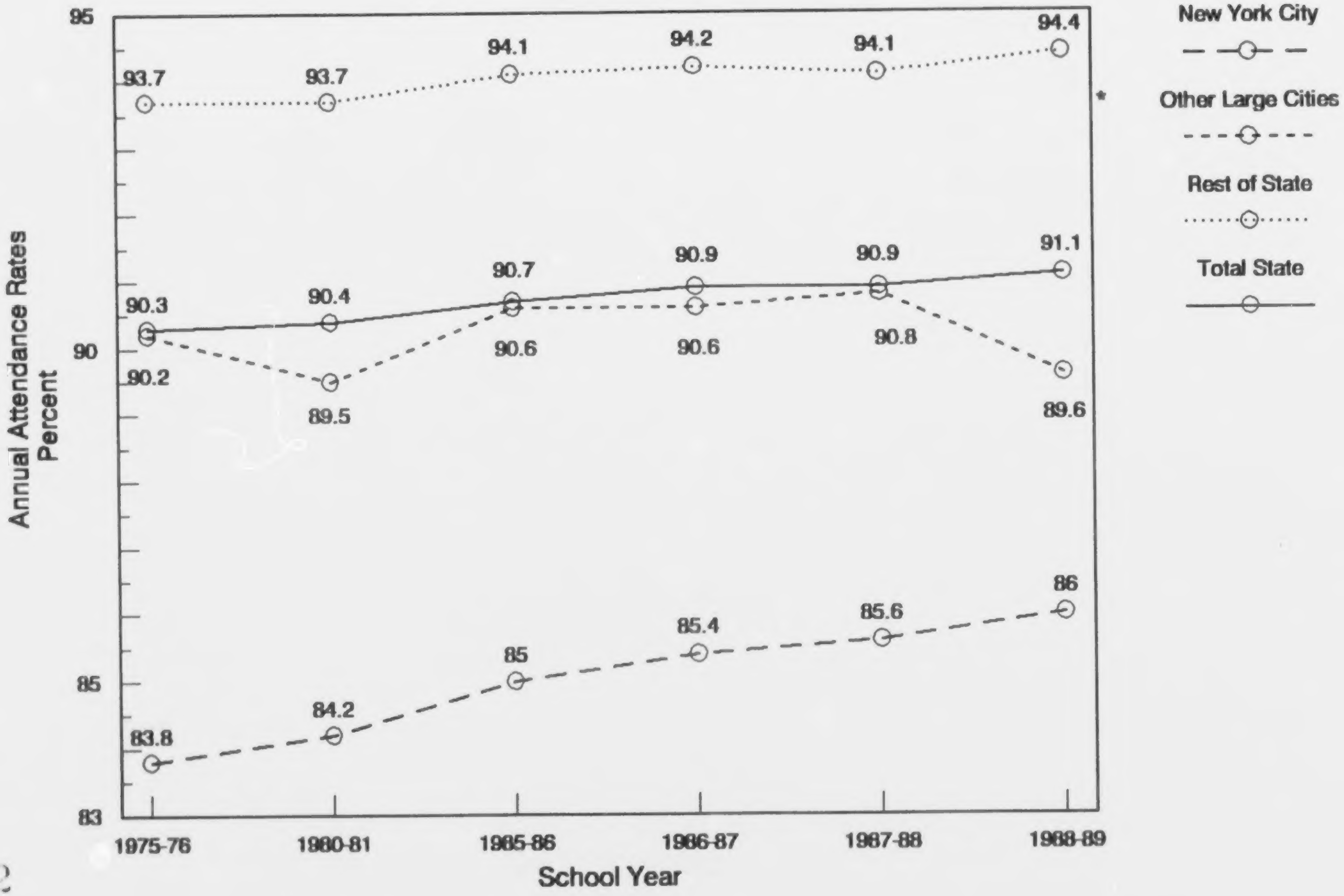
FIGURE 4.4

PUBLIC SCHOOL ANNUAL ATTENDANCE RATES
NEW YORK STATE
1975-76 TO 1988-89



*Buffalo, Rochester, Syracuse, and Yonkers

TABLE 4.1

PUBLIC SCHOOL ANNUAL ATTENDANCE RATES BY COMMUNITY TYPE

NEW YORK STATE
1985-86 TO 1988-89

Community Type	1985-86	1986-87	1987-88	1988-89
New York City	.850	.854	.856	.860
Large City Districts	.906	.906	.908	.896
Other City Districts	.933	.934	.934	.933
Non-City Districts	.944	.945	.946	.946
Total State	.907	.909	.909	.911

TABLE 4.2A

PUBLIC SCHOOL AVERAGE ANNUAL ATTENDANCE RATES BY COMMUNITY TYPE AND MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE
1986-87 TO 1988-89

Community Type/ Minority Composition of School	Average Annual Attendance Rate		
	1986-87	1987-88	1988-89
New York City			
0 - 20 Percent	.906	.910	.917
21 - 40 Percent	.893	.895	.900
41 - 60 Percent	.866	.877	.880
61 - 80 Percent	.849	.845	.864
81 -100 Percent	.841	.842	.847
Total	.854	.856	.860
Large City Districts			
0 - 20 Percent	.941	.942	.944
21 - 40 Percent	.931	.932	.931
41 - 60 Percent	.906	.914	.913
61 - 80 Percent	.887	.890	.868
81 -100 Percent	.901	.899	.894
Total	.906	.908	.896
Other City Districts			
0 - 20 Percent	.941	.942	.942
21 - 40 Percent	.921	.920	.921
41 - 60 Percent	.927	.926	.923
61 - 80 Percent	.916	.903	.902
81 -100 Percent	.912	.911	.904
Total	.934	.934	.933
Non-City Districts			
0 - 20 Percent	.948	.948	.948
21 - 40 Percent	.932	.935	.939
41 - 60 Percent	.918	.923	.928
61 - 80 Percent	.935	.933	.932
81 -100 Percent	.905	.908	.918
Total	.945	.946	.946
Total State			
0 - 20 Percent	.946	.946	.946
21 - 40 Percent	.915	.917	.922
41 - 60 Percent	.889	.897	.899
61 - 80 Percent	.868	.865	.874
81 -100 Percent	.845	.846	.850
Total	.909	.909	.911

TABLE 4.2B
DISTRIBUTION OF PUBLIC HIGH SCHOOL ANNUAL ATTENDANCE RATES BY MINORITY COMPOSITION OF SCHOOL AND COMMUNITY TYPE
NEW YORK STATE
1988-89

Location/Minority Composition of School	Average Attendance Rate	Percent of Schools Having		
		Low Rate	Medium Rate	High Rate
New York City				
0 - 20 Percent	.917	97%	3%	0%
21 - 40 Percent	.900	92	8	0
41 - 60 Percent	.880	90	10	0
61 - 80 Percent	.864	98	2	0
81 -100 Percent	.847	98	2	*
Total	.860	97	3	*
Large City Districts				
0 - 20 Percent	.944	0%	100%	0%
21 - 40 Percent	.931	53	47	0
41 - 60 Percent	.913	67	28	5
61 - 80 Percent	.868	88	9	3
81 -100 Percent	.894	100	0	0
Total	.896	77	20	3
Other City Districts				
0 - 20 Percent	.942	26%	53%	21%
21 - 40 Percent	.921	54	40	6
41 - 60 Percent	.923	66	30	4
61 - 80 Percent	.902	63	31	6
81 -100 Percent	.904	86	14	0
Total	.933	39	46	15
Non-City Districts				
0 - 20 Percent	.948	16%	57%	27%
21 - 40 Percent	.939	30	52	18
41 - 60 Percent	.928	48	46	6
61 - 80 Percent	.932	47	50	3
81 -100 Percent	.918	58	39	3
Total	.946	19	56	25
Total State				
0 - 20 Percent	.946	19%	56%	25%
21 - 40 Percent	.922	54	37	9
41 - 60 Percent	.899	72	25	3
61 - 80 Percent	.874	84	14	2
81 -100 Percent	.850	96	4	**
Total	.911	43	40	17

*Less than 0.3%.

Minority Composition = Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students divided by total enrollment.

Attendance Rate = Average Daily Attendance divided by Average Possible Attendance.

Low Rate = less than .940
Medium Rate = .940 - .959
High Rate = .960 and higher

TABLE 4.3

DISTRIBUTION OF PUBLIC SCHOOL STUDENT STABILITY RATE BY COMMUNITY TYPE AND MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE
1989-90

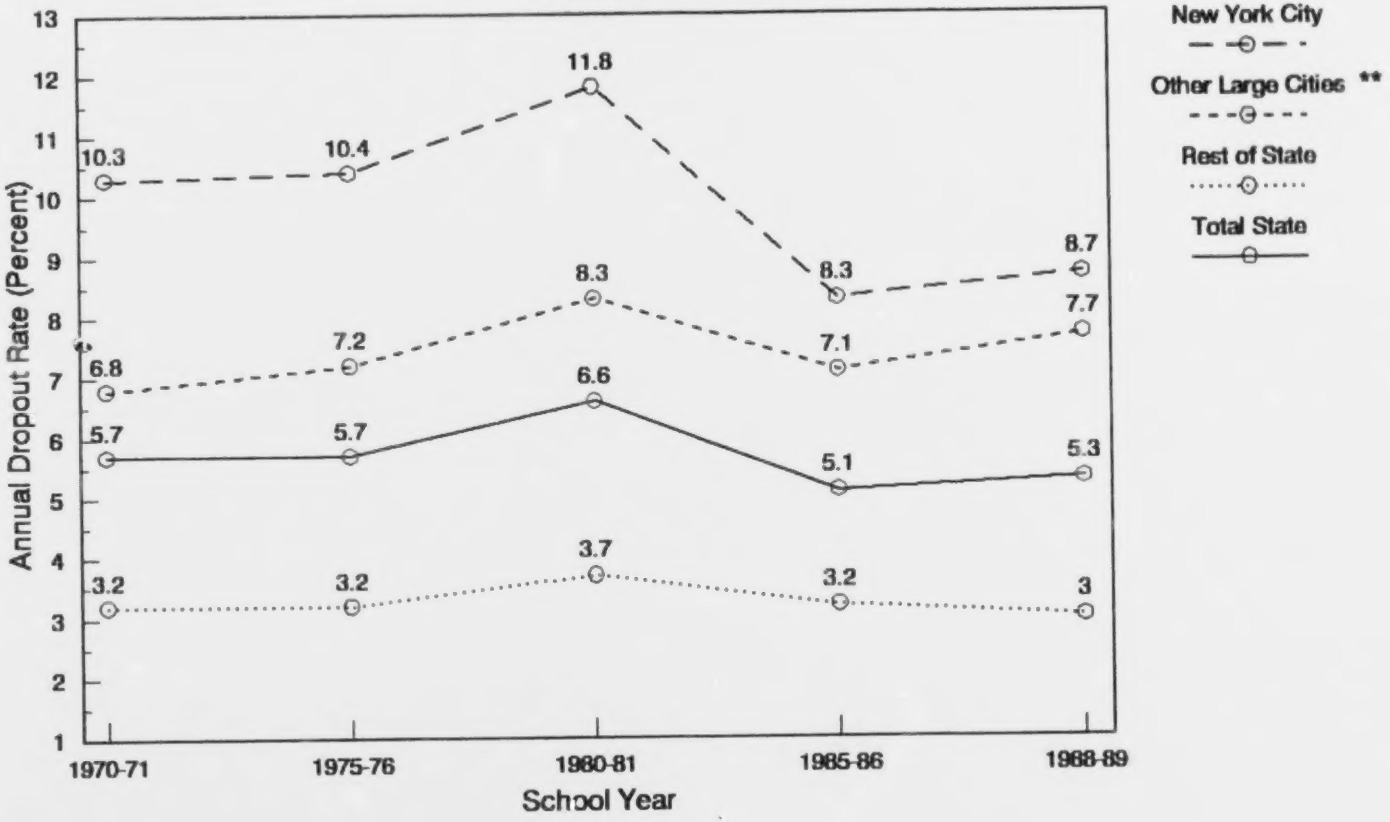
Community Type/Poverty Status of School	Percent Of Schools Having		
	Low Rate	Medium Rate	High Rate
New York City			
0 - 20 percent	0%	44%	56%
21 - 40 percent	0	68	32
41 - 60 percent	2	85	13
61 - 80 percent	0	82	18
81- 100 percent	3	79	18
Total	2	78	20
Large City Districts			
0 - 20 percent	0%	100%	0%
21 - 40 percent	0	16	84
41 - 60 percent	4	14	82
61 - 80 percent	5	22	73
81- 100 percent	8	71	21
Total	4	25	71
Other City Districts			
0 - 20 percent	*	7%	93%
21 - 40 percent	1%	2	96
41 - 60 percent	0	8	92
61 - 80 percent	0	0	100
81- 100 percent	0	15	85
Total	*	6	93
Non-City Districts			
0 - 20 percent	1%	2%	97%
21 - 40 percent	1	1	97
41 - 60 percent	0	2	98
61 - 80 percent	0	4	96
81- 100 percent	0	3	97
Total	*	2	97
Total State			
0 - 20 percent	*	3%	96%
21 - 40 percent	*	21	78
41 - 60 percent	2%	39	59
61 - 80 percent	2	45	53
81- 100 percent	3	74	24
Total	1	22	76

* Less than five tenths of one percent.

Student Stability Rate = The percentage of students in the highest grade in a school in 1989-90 who were also enrolled in the same school in 1988-89.

Low Rate = 1 - 40%
Medium Rate = 41 - 80%
High Rate = 81 -100%

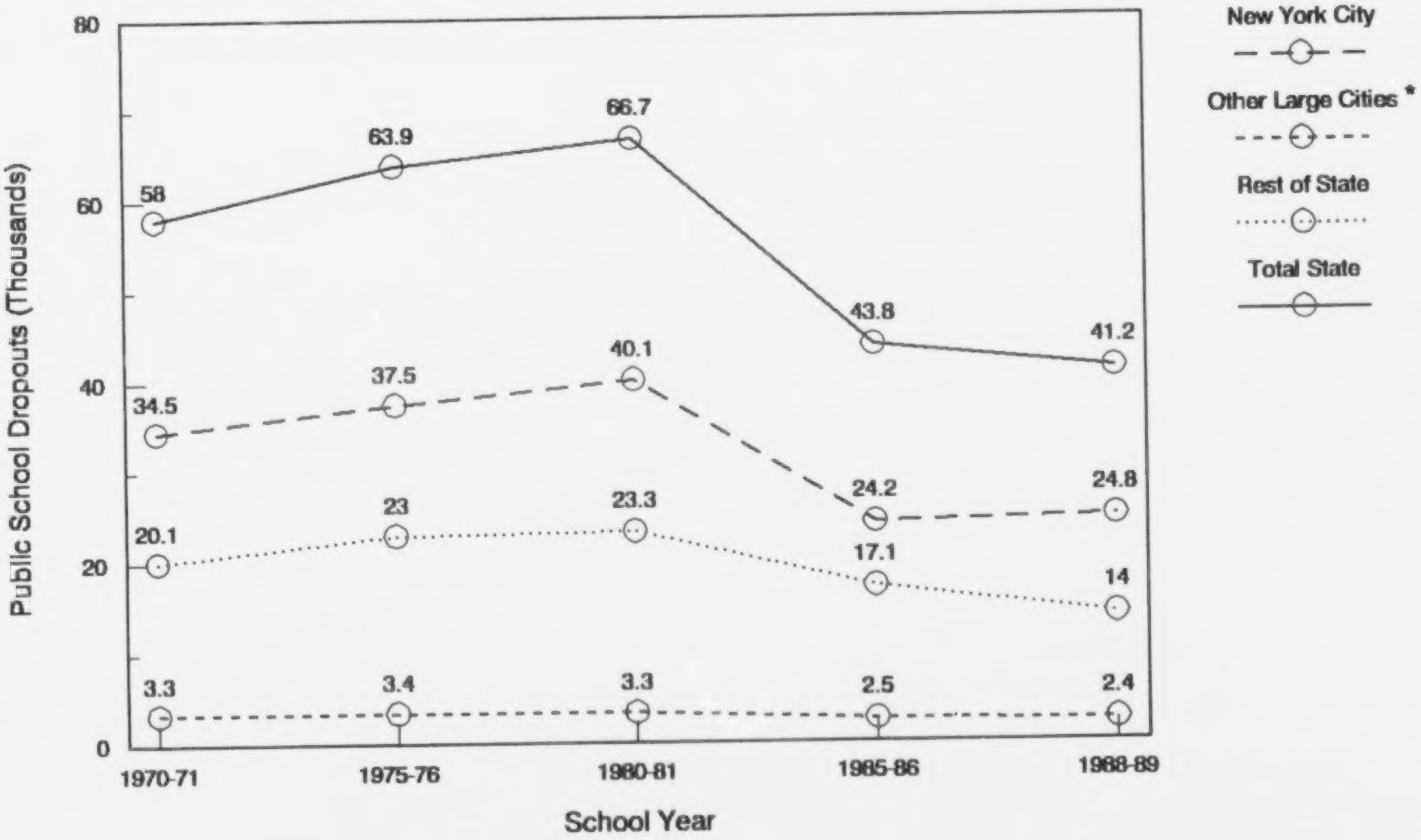
FIGURE 4.5A
PUBLIC SCHOOL ANNUAL DROPOUT RATES*
NEW YORK STATE
1970-71 TO 1988-89



*Dropout Rate is the number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

**Buffalo, Rochester, Syracuse, and Yonkers

FIGURE 4.5B
PUBLIC SCHOOL DROPOUTS
NEW YORK STATE
1970-71 TO 1988-89



*Buffalo, Rochester, Syracuse, and Yonkers

FIGURE 4.5C
PUBLIC SCHOOL ANNUAL DROPOUT RATES BY SCHOOL DISTRICT
NEW YORK STATE
1988-89

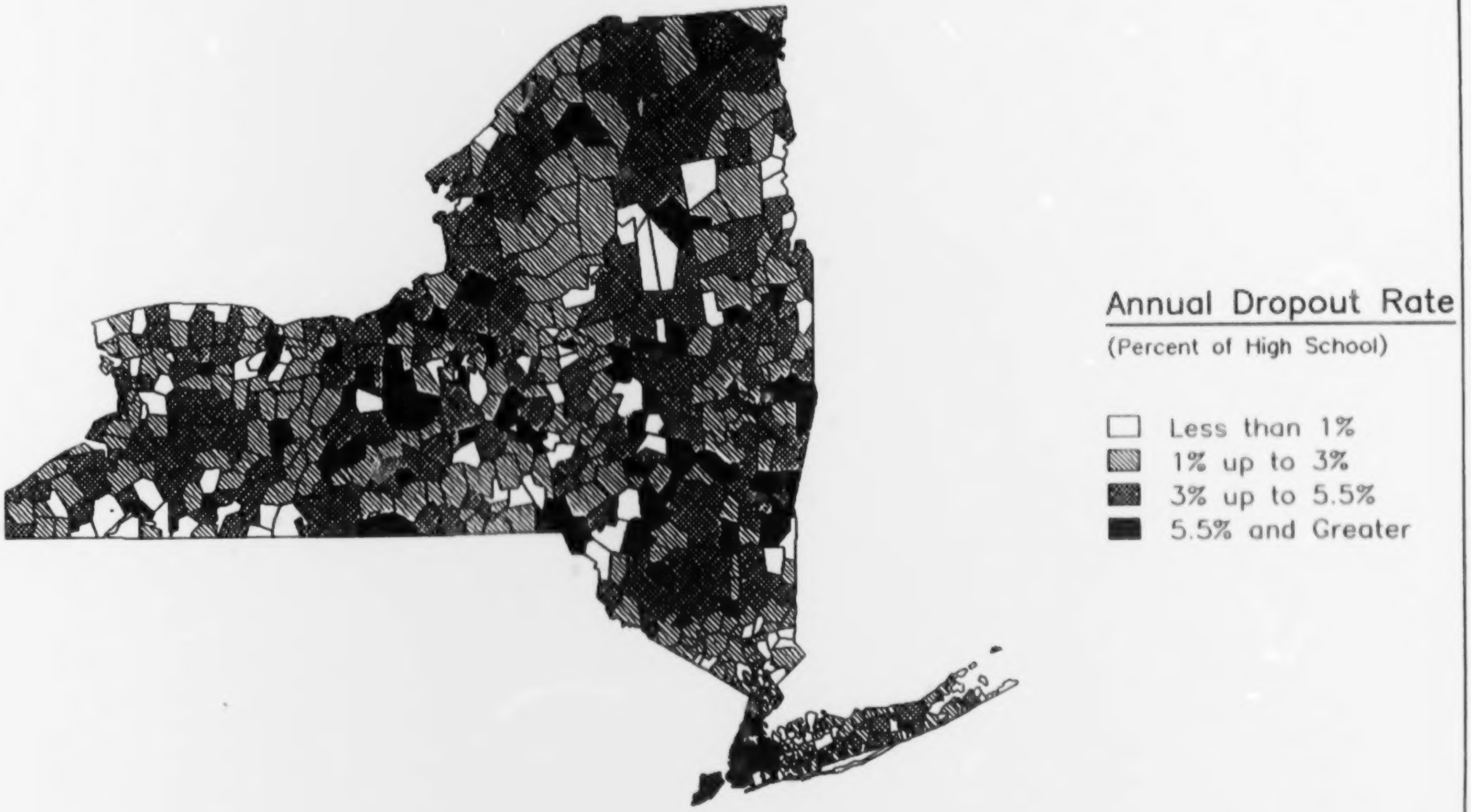

Annual Dropout Rate
(Percent of High School)
□ Less than 1%
▨ 1% up to 3%
▩ 3% up to 5.5%
■ 5.5% and Greater

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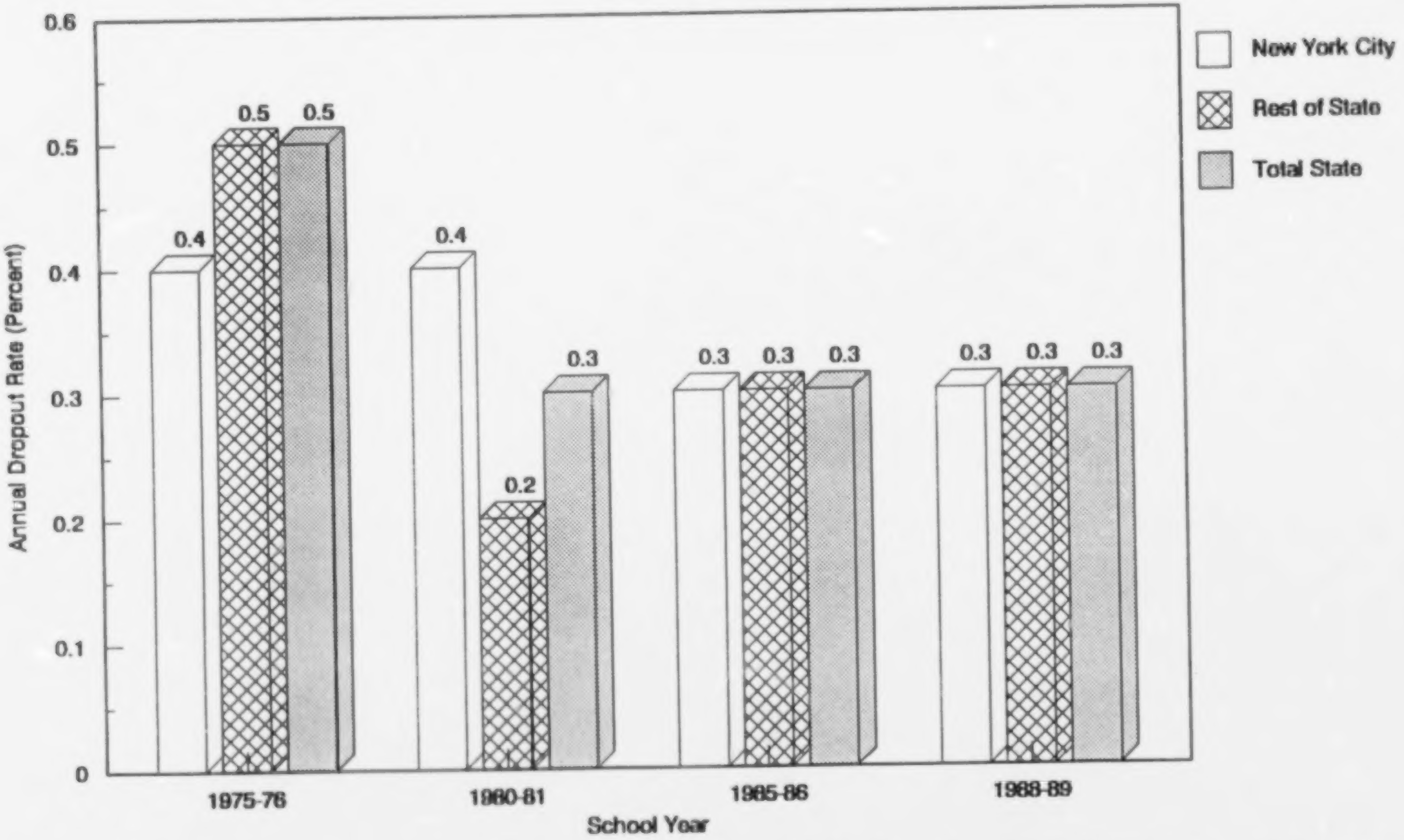
FIGURE 4.6A
NONPUBLIC SCHOOL ANNUAL DROPOUT RATES*
NEW YORK STATE
1975-76 TO 1988-89



* Dropout rate is the number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

FIGURE 4.6B
NONPUBLIC SCHOOL DROPOUTS
NEW YORK STATE
1975-76 TO 1988-89

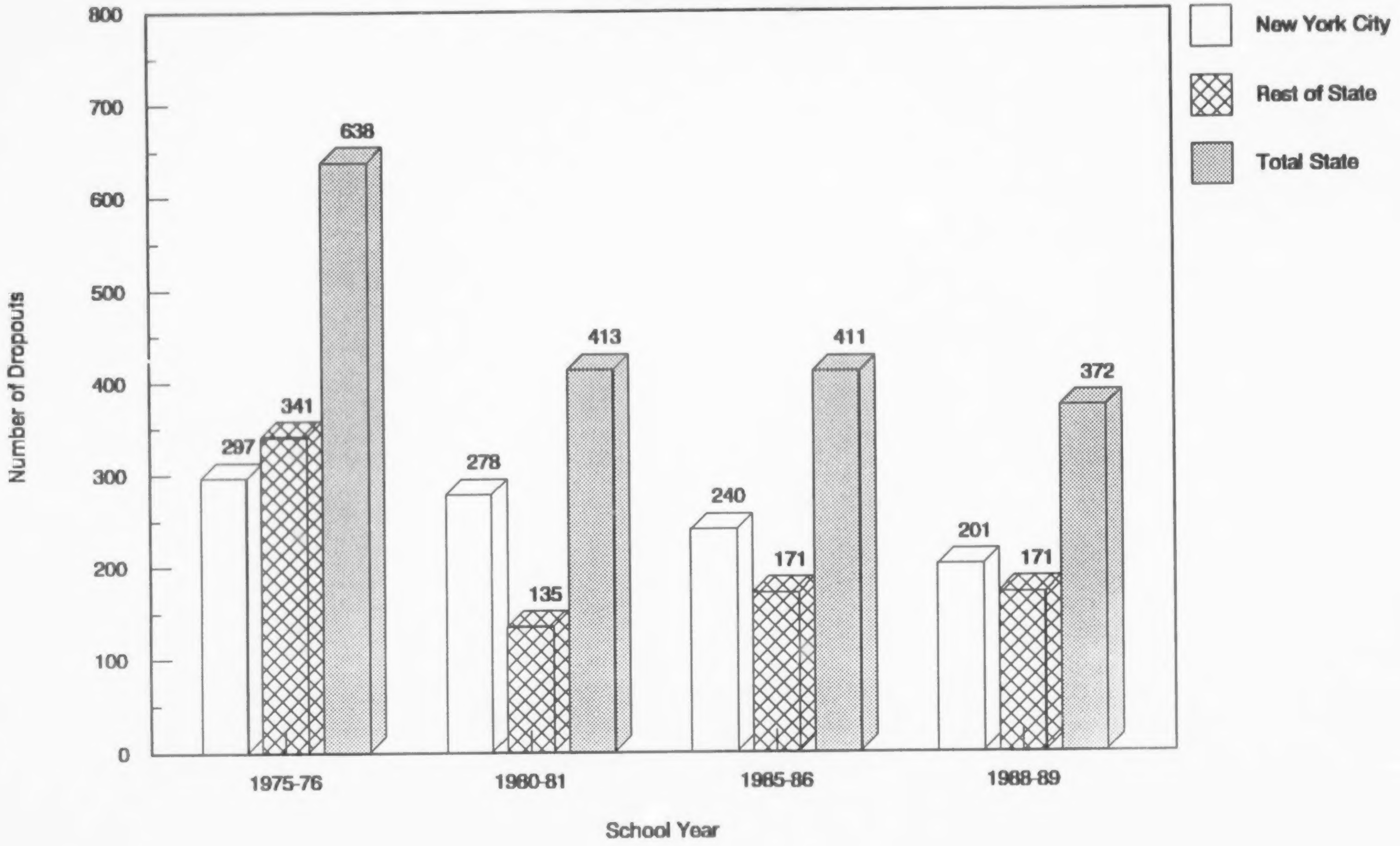


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TABLE 4.4

PUBLIC SCHOOL DROPOUTS AND ANNUAL DROPOUT RATE* BY COMMUNITY TYPE

NEW YORK STATE
1986-87 TO 1988-89

Community Type	1986-87		1987-88		1988-89	
	Number	Rate	Number	Rate	Number	Rate
New York City	24,672	.082	25,036	.084	24,835	.087
Large City Districts	2,297	.067	2,499	.075	2,524	.077
Other City Districts	3,857	.049	3,823	.052	3,481	.051
Non-City Districts	12,249	.028	11,565	.028	10,379	.027
Total State	43,075	.050	42,923	.052	41,219	.053

***Dropout Rate** = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

TABLE 4.5

PUBLIC HIGH SCHOOL DROPOUT RATES BY COMMUNITY TYPE, MINORITY COMPOSITION AND POVERTY CONDITION OF SCHOOL

NEW YORK STATE

1988-89

Location/Minority Composition and Poverty Condition of School	Number of Schools	Prior Year Enrollment	Number of Dropouts	Average Annual Dropout Rate
NEW YORK CITY				
Low Poverty (0 - 20%)				
Low Minority (0 - 20%)	2	3,851	132	3.4%
Medium Minority (21- 80%)	35	40,574	1,564	3.9
High Minority (81-100%)	17	22,302	1,047	4.7
Medium Poverty (21-40%)				
Low Minority (0-20%)	*	*	*	*
Medium Minority (21-80%)	29	49,237	2,577	5.2
High Minority (81-100%)	19	11,411	463	4.1
High Poverty (41-100%)				
Low Minority (0-20%)	*	*	*	*
Medium Minority (21-80%)	9	14,035	848	6.0
High Minority (81-100%)	91	123,554	10,531	8.5
LARGE CITY DISTRICTS				
Low Poverty (0 - 20%)				
Low Minority (0-20%)	*	*	*	*
Medium Minority (21-80%)	4	3,622	146	4.0
High Minority (81-100%)	*	*	*	*
Medium Poverty (21-40%)				
Low Minority (0-20%)	*	*	*	*
Medium Minority (21-80%)	13	12,183	772	6.3
High Minority (81-100%)	*	*	*	*
High Poverty (41-100%)				
Low Minority (0-20%)	*	*	*	*
Medium Minority (21-80%)	18	12,250	902	7.4
High Minority (81-100%)	4	1,761	459	26.1

Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

*No high schools in this category.

TABLE 4.5 (continued)

Location/Minority Composition and Poverty Condition of School	Number of Schools	Prior Year Enrollment	Number of Dropouts	Average Annual Dropout Rate
OTHER CITY DISTRICTS				
Low Poverty (0 - 20%)				
Low Minority (0 - 20%)	36	36,211	1,765	4.9%
Medium Minority (21- 80%)	11	13,455	700	5.2
High Minority (81-100%)	1	2,413	32	1.3
Medium Poverty (21-40%)				
Low Minority (0-20%)	13	8,434	459	5.4
Medium Minority (21-80%)	7	7,064	477	6.8
High Minority (81-100%)	2	12	1	8.3
High Poverty (41-100%)				
Low Minority (0-20%)	2	474	31	6.5
Medium Minority (21-80%)	3	1,340	97	7.2
High Minority (81-100%)	1	121	36	29.8
NON-CITY DISTRICTS				
Low Poverty (0 - 20%)				
Low Minority (0-20%)	503	315,878	7,741	2.5
Medium Minority (21-80%)	37	32,855	934	2.8
High Minority (81-100%)	4	2,266	58	2.6
Medium Poverty (21-40%)				
Low Minority (0-20%)	102	27,647	1,010	3.7
Medium Minority (21-80%)	11	6,455	294	4.6
High Minority (81-100%)	2	1,786	94	5.3
High Poverty (41-100%)				
Low Minority (0-20%)	12	2,065	89	4.3
Medium Minority (21-80%)	2	439	5	1.1
High Minority (81-100%)	2	1,315	82	6.2
TOTAL STATE				
Low Poverty (0 - 20%)				
Low Minority (0 - 20%)	541	355,940	9,638	2.7
Medium Minority (21- 80%)	87	90,506	3,344	3.7
High Minority (81-100%)	22	26,981	1,137	4.2
Medium Poverty (21-40%)				
Low Minority (0-20%)	115	36,081	1,469	4.1
Medium Minority (21-80%)	60	74,939	4,120	5.5
High Minority (81-100%)	23	13,209	558	4.2
High Poverty (41-100%)				
Low Minority (0-20%)	14	2,539	120	4.7
Medium Minority (21-80%)	32	28,064	1,852	6.6
High Minority (81-100%)	98	126,417	11,108	8.8

Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

NOTE: Excludes NYC Special Schools, Special Act Districts, schools with no dropouts and New York City schools with citywide enrollment that do not provide percent on welfare.

TABLE 4.6A

DISTRIBUTION OF PUBLIC HIGH SCHOOL ANNUAL DROPOUT RATES BY MINORITY COMPOSITION OF SCHOOL AND COMMUNITY TYPE

NEW YORK STATE
1986-87 TO 1988-89

Community Type/Minority Composition of School	Average Dropout Rate		
	1986-87	1987-88	1988-89
New York City			
0 - 20 percent	.038	.037	.034
21 - 40 percent	.039	.047	.043
41 - 60 percent	.044	.053	.042
61 - 80 percent	.125	.117	.057
81- 100 percent	.090	.085	.107
Total	.082	.084	.087
Large City Districts			
0 - 20 percent	*	*	*
21 - 40 percent	.061	.070	.062
41 - 60 percent	.047	.054	.045
61 - 80 percent	.070	.073	.089
81- 100 percent	.266	.312	.310
Total	.067	.075	.077
Other City Districts			
0 - 20 percent	.046	.046	.050
21 - 40 percent	.063	.071	.069
41 - 60 percent	.039	.036	.037
61 - 80 percent	.393	.078	.059
81- 100 percent	.071	.075	.028
Total	.049	.051	.052
Non-City Districts			
0 - 20 percent	.026	.026	.026
21 - 40 percent	.037	.031	.026
41 - 60 percent	.050	.047	.035
61 - 80 percent	.040	.045	.046
81- 100 percent	.043	.039	.044
Total	.028	.028	.027
Total State			
0 - 20 percent	.029	.029	.029
21 - 40 percent	.046	.050	.043
41 - 60 percent	.044	.051	.041
61 - 80 percent	.107	.105	.062
81- 100 percent	.090	.085	.086
Total	.050	.052	.053

*No high schools in this category.

Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

Minority Composition = Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students divided by total enrollment.

TABLE 4.6B

DISTRIBUTION OF PUBLIC HIGH SCHOOL ANNUAL DROPOUT RATES BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE
1988-89

Community Type/ Minority Composition of School	Average Dropout Rate	Percent of Schools Having		
		Low Rate	Medium Rate	High Rate
New York City				
0 - 20 Percent	.034	50%	50 %	0 %
21 - 40 Percent	.043	0	100	0
41 - 60 Percent	.042	14	67	19
61 - 80 Percent	.057	5	58	37
81 -100 Percent	.107	5	22	73
Total	.087	8	45	47
Large City Districts*				
0 - 20 Percent	**	**	**	**
21 - 40 Percent	.062	33%	33%	33%
41 - 60 Percent	.045	19	44	37
61 - 80 Percent	.089	21	29	50
81 -100 Percent	.310	0	0	100
Total	.077	18	32	50
Other City Districts				
0 - 20 Percent	.050	7 %	78%	15%
21 - 40 Percent	.069	9	55	36
41 - 60 Percent	.037	20	60	20
61 - 80 Percent	.059	0	100	0
81 -100 Percent	.028	33	0	67
Total	.052	11	69	20
Non-City Districts				
0 - 20 Percent	.026	42%	56%	2%
21 - 40 Percent	.026	48	52	0
41 - 60 Percent	.035	36	64	0
61 - 80 Percent	.046	0	100	0
81 -100 Percent	.044	50	38	12
Total	.027	42	56	2
Total State				
0 - 20 Percent	.029	39%	58%	3%
21 - 40 Percent	.043	33	56	11
41 - 60 Percent	.041	21	58	21
61 - 80 Percent	.062	10	54	36
81 -100 Percent	.086	11	32	57
Total	.053	33	54	13

* Buffalo, Rochester, Syracuse and Yonkers.
** No high schools in this category.

Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

Low Rate = less than .020
Medium Rate = .020 - .069
High Rate = .070 and higher

Minority Composition = Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students divided by total enrollment.

TABLE 4.7A

PUBLIC HIGH SCHOOL DROPOUT RATES BY POVERTY STATUS* OF SCHOOL AND COMMUNITY TYPE

NEW YORK STATE
1986-87 TO 1988-89

Community Type/Poverty Status of School	Average Dropout Rate		
	1986-87	1987-88	1988-89
New York City			
0 - 20 percent	.042	.046	.042
21 - 40 percent	.043	.054	.052
41 - 60 percent	.072	.079	.079
61 - 80 percent	.093	.086	.093
81- 100 percent	.118	.106	.094
Total	.082	.084	.087
Large City Districts			
0 - 20 percent	.022	.044	.040
21 - 40 percent	.052	.076	.064
41 - 60 percent	.085	.058	.088
61 - 80 percent	.460	.151	.054
81- 100 percent	.914	.300	.778
Total	.067	.075	.077
Other City Districts			
0 - 20 percent	.048	.050	.048
21 - 40 percent	.053	.054	.061
41 - 60 percent	.084	.105	.079
61 - 80 percent	.441	.073	.522
81- 100 percent	.462	**	**
Total	.049	.051	.052
Non-City Districts			
0 - 20 percent	.026	.026	.025
21 - 40 percent	.043	.041	.039
41 - 60 percent	.022	.027	.047
61 - 80 percent	.025	.024	.026
81- 100 percent	.060	.000	.025
Total	.028	.028	.027
Total State			
0 - 20 percent	.031	.032	.030
21 - 40 percent	.046	.054	.051
41 - 60 percent	.072	.076	.079
61 - 80 percent	.099	.090	.091
81- 100 percent	.119	.160	.099
Total	.050	.052	.053

* Poverty Status = Percent of students who are members of families whose primary means of support is a public welfare program.

** No high schools in this category.

Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

TABLE 4.7B

DISTRIBUTION OF PUBLIC HIGH SCHOOL ANNUAL DROPOUT RATES BY POVERTY CONDITION OF SCHOOL AND COMMUNITY TYPE

NEW YORK STATE

1988-89

Community Type/ Poverty Condition of School	Average Dropout Rate	Percent of Schools Having		
		Low Rate	Medium Rate	High Rate
New York City				
0 - 20 Percent	.042	6%	62%	32%
21 - 40 Percent	.052	13	58	29
41 - 60 Percent	.079	7	34	59
61 - 80 Percent	.093	0	45	55
81 -100 Percent	.094	0	9	91
Total	.087	8	45	47
Large City Districts*				
0 - 20 Percent	.040	25%	50%	25%
21 - 40 Percent	.064	15	31	54
41 - 60 Percent	.088	20	33	47
61 - 80 Percent	.054	25	25	50
81 -100 Percent	.778	0	0	100
Total	.077	18	32	50
Other City Districts				
0 - 20 Percent	.048	14%	68%	18%
21 - 40 Percent	.061	6	82	12
41 - 60 Percent	.079	0	50	50
61 - 80 Percent	.522	**	**	100
81 -100 Percent	**	**	**	**
Total	.052	11	69	20
Non-City Districts				
0 - 20 Percent	.025	44%	55%	1%
21 - 40 Percent	.039	30	65	5
41 - 60 Percent	.047	40	47	13
61 - 80 Percent	.026	0	100	0
81 -100 Percent	N/A	N/A	N/A	N/A
Total	.027	42	56	2
Total State				
0 - 20 Percent	.030	39%	56%	5%
21 - 40 Percent	.051	24	62	14
41 - 60 Percent	.079	16	37	47
61 - 80 Percent	.091	6	41	53
81 -100 Percent	.099	13	7	80
Total	.053	33	54	13

*Buffalo, Rochester, Syracuse and Yonkers.
**No schools in this category.

Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

Low Rate = less than .020
Medium Rate = .020 - .069
High Rate = .070 and higher

Poverty Condition = Percent of students who are members of families whose primary means of support is a public welfare program.

TABLE 4.8

PERSONS 25 YEARS OF AGE AND OLDER WITH LESS THAN FOUR YEARS OF HIGH SCHOOL

NEW YORK STATE

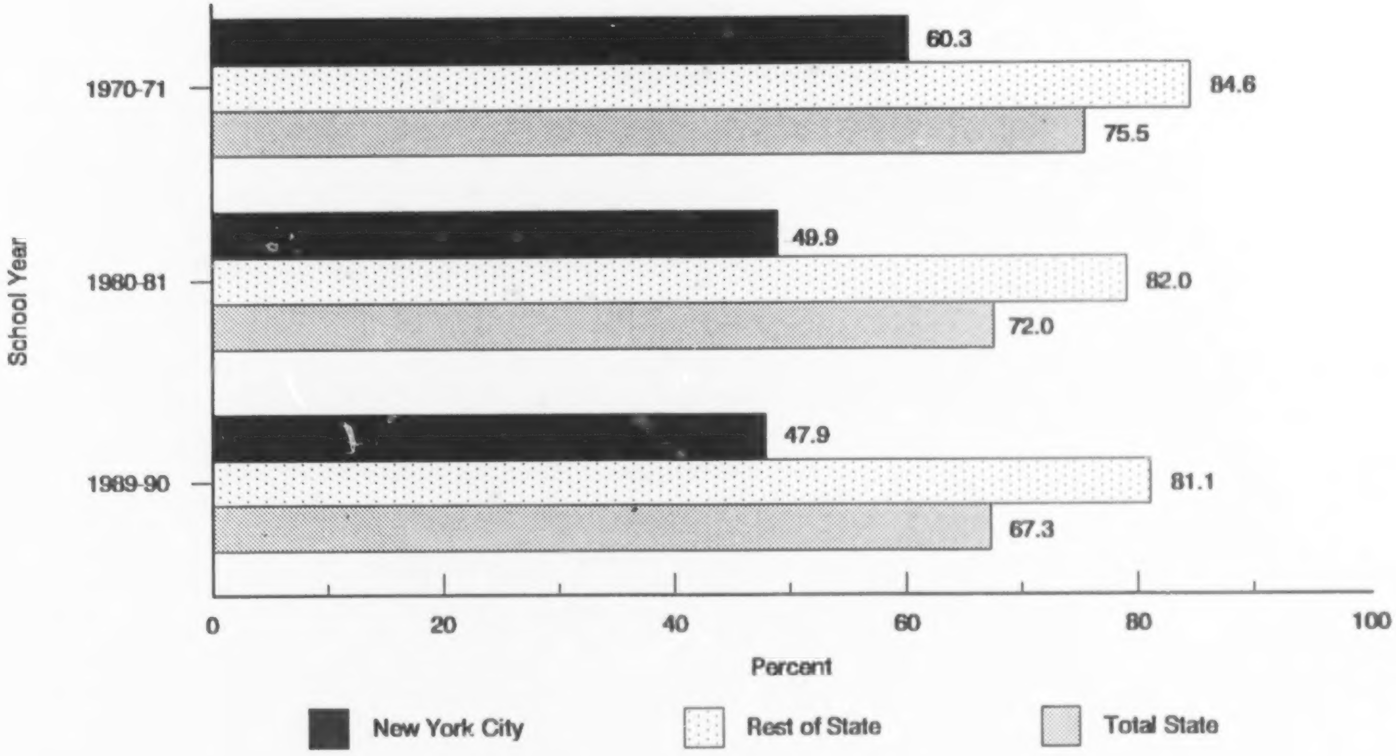
1980 TO 1989

Race/Gender	1980	1987	1988	1989
White (Total)	31.3 %	23.6 %	22.1 %	21.5 %
Male	30.1	22.6	21.2	20.7
Female	32.2	24.5	22.9	22.2
Black (Total)	42.4 %	35.8 %	38.3 %	33.9 %
Male	42.2	35.3	41.5	33.8
Female	42.6	36.2	36.1	34.0
Hispanic (Total) *	58.0 %	48.6 %	51.1 %	50.3 %
Male	55.8	43.7	46.2	51.0
Female	59.8	52.4	54.8	49.8

* Hispanic individuals are also included in the figures for the categories Black and white.

Source: U. S. Census of the Population, 1980 and current population survey, March 1987, March 1988, and March 1989.

FIGURE 4.7
GRADUATION RATE* IN PUBLIC AND NONPUBLIC SCHOOLS
NEW YORK STATE
1970-71 TO 1989-90



*Graduation rate is the number of high school graduates divided by grade 9 enrollment four years earlier.

Note: Data in this graph do not represent actual high school completion rates of 9th-grade students, since the effects of student migration (transfers in and transfers out) have not been incorporated.

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TABLE 4.9

ALTERNATIVE PUBLIC HIGH SCHOOL EQUIVALENCY PROGRAM PARTICIPATION AND PARTICIPATION RATE BY COMMUNITY TYPE

NEW YORK STATE

1986-87 TO 1988-89

Community Type	1986-87		1987-88		1988-89	
	Number	Rate	Number	Rate	Number	Rate
New York City	8,100	.027	8,137	.027	8,686	.030
Large City Districts	934	.027	1,543	.047	1,162	.038
Other City Districts	1,853	.024	1,823	.025	1,672	.024
Non-City Districts	4,629	.010	3,996	.010	3,877	.010
Total State	15,516	.018	15,499	.019	15,397	.020

Alternative Program Participation Rate = Number of students who left a regular public high school program and entered an Alternative High School Equivalency Preparation Program or Other Diploma Program leading to a G.E.D. divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

TABLE 4.10

HIGH SCHOOL EQUIVALENCY DIPLOMAS AWARDED BY AGE AND RACE/ETHNICITY*

NEW YORK STATE

SEPTEMBER 1989 TO AUGUST 1990

Race/Ethnicity	Candidate Age on Date of Testing									
	16 - 17	18 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 59	60+	Total
Alaskan Native	0	1	2	1	0	1	0	0	0	5
American Indian	4	32	61	21	11	12	8	3	1	153
Asian	1	77	108	67	47	29	19	5	2	355
Black	114	944	1,838	1,034	666	443	324	72	18	5,453
Hispanic Origin	34	828	1,744	909	583	355	262	52	14	4,781
Pacific Islander	0	2	21	4	1	3	1	1	0	33
White	140	1,962	3,220	1,380	1,010	659	770	285	106	9,532
Unknown	4,009	5,418	2,230	1,603	1,165	787	685	222	68	16,187
Total	4,302	9,264	9,224	5,019	3,483	2,289	2,069	640	209	36,499

* The age and race/ethnicity categories are those utilized by the American Council on Education in compiling its annual statistical report.

Source: American Council on Education.

CHAPTER V: RESOURCES

Education may be this nation's largest enterprise in terms of the number of people involved (teachers, other staff, and students), the investment of time, and the fiscal resources required to operate it. The cost of public elementary and secondary education in New York State was more than $18 billion in 1989-90. Across the State, however, school districts varied substantially in fiscal resources. This discrepancy is significant because a district's fiscal resources determine its ability to acquire the resources that most directly affect instructional quality: personnel and instructional materials and equipment (particularly technology).

While improvements in physical facilities beyond minimally acceptable levels have not been proven to be associated with increased achievement, the School Registration Review process has revealed that conditions in some schools fall well below minimal adequacy, whether from lack of resources or from failure to use resources effectively. The mean district expenditure per pupil in New York State is among the highest in the nation, but there is great variation among districts: those in the highest 5 percent spend more than twice as much per pupil as the lowest-spending 5 percent, with districts in the 95th percentile spending $11,920 per pupil compared to $5,473 per pupil by districts in the 5th percentile. The first section of this chapter provides information on school finance in New York State, including variations among districts in fiscal resources.

The most important and most expensive resource of any school district is its personnel: administrators, teachers, specialists, and support personnel. The quality, training, and effort of the professional staff determine – more than any other factor – the quality of a school's instructional program. The quality and quantity of instruction, in turn, are major determinants of student performance. School districts across New York State vary widely in their staff-to-student ratios and in the preparation and experience of their teachers and administrators. The second section of this chapter presents information on public school teachers and administrators.

Modern technology has a potential to improve instruction and enhance learning that is unparalleled since the invention of the printing press. While the availability of technology in classrooms is improving, the potential of technology to change and improve instruction has barely been tapped. The best uses of technology give students the opportunity to learn by doing through computer simulations, to access information quickly, and to receive individualized instruction. Access to television can bring current events, quality educational programs, and distance-learning opportunities into the classroom. School districts in New York State vary substantially in the equipment that is available to their students. This third section of this chapter reports on New York State school districts' acquisition and use of technology and library resources.

CHAPTER V: RESOURCES – *PUBLIC SCHOOL FINANCE*

Article XI of the New York State Constitution mandates that the Legislature provide for the ". . . maintenance and support of a system of free common schools, wherein all the children of this state may be educated." To fulfill its mandate, the Legislature established and supports a comprehensive system of public education. The Board of Regents, as its legal responsibility, develops legislative recommendations for achieving that mandate.

During 1988-89, approximately $18.3 billion were expended to support public elementary and secondary education in New York State. Of these funds, the State provided $8.1 billion, revenues which represented 44.3 percent of total expenditures. State aid increases, in recent years, have been dramatic. From 1984-85 to 1988-89, substantial State aid increases totaling over $2.6 billion were enacted. Without adjusting for inflation, these additional funds increased State aid by 47.7 percent. Adjusted for the inflationary trends occurring over this period, State aid increases represented a 28.9 percent increase in constant dollar terms. When these State aid increases are both inflation-adjusted and standardized to take into account the decline in student enrollment over this same period, State aid per pupil increased by 32.7 percent.

Changes in the State share of elementary and secondary education expenditures have paralleled the increases in actual dollars. In 1988-89 the State share of total expenditures was 44.3 percent, compared to 41.6 percent in 1984-85.

Financing public education, like school governance, is a responsibility shared by the State and local communities. In 1988-89, local districts contributed over $9.7 billion to support educational expenditures through tax levies and other local revenue sources. This local revenue contribution represents a dollar increase of almost $2.5 billion over 1984-85. This $2.5 billion local revenue increase represents an unadjusted growth of 33.6 percent in local funding support since 1984-85, and a 16.6 percent growth when adjusted for inflation. While the actual local dollars expended for education have increased, the local share of total expenditures decreased by 2.0 percentage points, from 55.3 percent in 1984-85 to 53.3 percent in 1988-89.

State and local revenues comprised 97.6 percent of total expenditures in 1988-89. Support for the balance of the total expenditures for elementary and secondary education comes from Federal sources. Traditionally, Federal aid has been allocated to school districts to supplement local budgets and to support specific purposes. Generally, these funds have been expended to promote educational equity for historically underserved populations such as handicapped children and pupils from high poverty areas, to advance a national purpose (for example, international economic competitiveness or national defense), and to support projects such as research, which a single district or educational agency cannot afford to undertake. In 1988-89, the Federal contribution to New York State schools was approximately $568.3 million, or 3.1 percent of total expenditures. This amount represents an increase of $126.9 million from 1984-85, when the Federal contribution was $441.3 million, or 3.3 percent of total expenditures. The $126.9 million growth in Federal revenues represented a 28.8 percent increase over the 1984-85 base year, and a 12.4 percent increase when adjusted for inflation.

While New York State schools received more support from the Federal government during 1988-89 than they did in 1984-85, the Federal share of public school expenditures has been declining in recent years. In 1984-85, for example, Federal funds represented 3.3 percent of total expenditures and in the 1988-89 fiscal year that percentage had declined to 3.1 percent (Figure 5.1 and Table 5.1).

Legislated increases in State aid have been enacted at a time when many school districts have continued to experience a decline in enrollments. The net result of these two trends has been a significant increase in available State aid per pupil. During every year of the 1984-85 to 1988-89 time period, the annual average State aid per pupil has increased. Furthermore, these yearly increases in every instance have been in double digit percentages over this time period. The 1988-89 State aid per pupil was $3,204. Without adjusting for inflation, this represents a 10.4 percent increase over the prior year State aid per pupil and a 52.1 percent increase since 1984-85. Adjusted for inflation, this percent increase since 1984-85 represents a real, constant dollar percentage growth of 32.7 percent.

Total expenditures[1] also increased between 1984-85 and 1988-89, but at a rate slower than State aid increases. The 1988-89 expenditure per pupil was $6,549, an increase of 10.4 percent over the prior year and a 44.4 percent increase since 1984-85 (Table 5.2). When this 44.4 percent increase in expenditure per pupil is adjusted for inflation, the percent increase is still a substantial 26.0 percent.

The ways in which districts expended their budgets during 1988-89 were generally comparable across types of districts. The largest category of expenditure was for instruction, with approximately three-fifths of all funds being spent for this purpose. Central administrative costs accounted for a small percentage of total expenditures, averaging about 2.0 percent in all types of districts. Other Department data indicate that these central administrative costs, as a percentage of all expenses, generally diminish with district size, but may constitute a 5- to 6-percent share of overall expense in very small districts. Instructional expenses accounted for 56.9 percent of expenditures statewide in 1984-85 and 60.1 percent in 1988-89. The percentage of expenditures for central administration statewide was stable from 1984-85 through 1988-89 at 2.0 percent. The percentages of total expenditures devoted to transportation, operation and maintenance, and other expenditure categories have also remained stable since 1984-85.

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[1] Includes General, Debt Service, and Special Aid Funds.

Total expenditures for 1988-89, when calculated on a per-pupil basis, did vary by district type. On a per-pupil basis, districts in the Other Big 5 category spent the most ($6,901) and New York City the least ($6,032). This discrepancy in per pupil expenditures ($869) is even greater when the generally higher costs of school operations in New York City are taken into account. The relatively higher pupil/staff ratios in New York City are a reflection of the lower spending per-pupil, especially when viewed in conjunction with New York City's higher teacher salaries (Table 5.3).

Table 5.4 depicts variation in expenditures per pupil between 1984-85 and 1988-89 within and among districts of different types. Both the expense measure and the pupil count used in this analysis are designed to reflect as accurately as possible the district's direct educational costs. Hence, expenditures for tuition, transportation, and debt service are excluded from the expense measure used in this analysis. The pupil measure used, in a similar fashion, excludes pupils for whom tuition charges are paid to another district and includes students enrolled in district programs as well as handicapped pupils educated in BOCES, or Section 4402 programs. (See *Statistical Profiles of Public School Districts*, January 1991 edition or the *Second Annual School District Profile Report*, Appendix 1, for a full description of these definitions.)

As shown in Table 5.4, during the 1988-89 fiscal year the school district at the 90th percentile of expense per pupil statewide was spending 91.3 percent more than the school district at the 10th percentile of expense ($9,577 versus $5,005 per pupil). The relative magnitude of this expenditure disparity gap statewide was slightly smaller in 1988-89 (91.3 percent) than it was in 1984-85 (97.4 percent), although such modest differences must be interpreted with caution.

Trends in the Non-city Districts and the Other City Districts generally parallel the statewide trend. In the Non-city Districts, for example, the expense per pupil for the district at the 90th percentile of expense ($6,743 per pupil) was 99.9 percent greater than the expense level of the district at the 10th percentile in 1984-85 ($3,373 per pupil); that expenditure gap diminished to 93.5 percent 5 years later. Among Other City Districts, the expenditure gap remained virtually constant over the 5-year period, with districts at the 90th percentile of expense spending roughly 68.5 percent more per pupil than the districts at the 10th percentile of expense during both time periods. When district subgroups within each of these major district types are further disaggregated, however, these overall trends appear to mask important underlying differences, particularly between upstate and downstate districts. Hence, the expenditure disparity gap in the Downstate Small Cities actually increased from 54.7 percent in 1984-85 to 65.5 percent in 1988-89, a reversal of the statewide trend noted earlier. Similarly, the increased expenditure disparity gap in downstate suburban districts runs counter to trends seen elsewhere; in these districts, the expenditure disparity gap rose from 56.4 percent to 62.4 percent over the same period.

In both instances, the widening of the expenditure gap within the downstate districts is largely attributable to the faster growth of spending per pupil among the highest-spending districts over this period. Thus, as indicated in column 5 of Table 5.4, spending per pupil at the 90th percentile within the downstate suburban group of districts rose by 55.7 percent, a spending growth rate 5 to 10 percentage points higher than the 90th percentile district in any other comparison group. Ironically, the lower-spending downstate suburban district at the 10th percentile of expense per pupil also increased its spending over this period at a rate which, with only one exception, was also higher than the growth rate of any other comparison group (49.9 percent) but still fell further behind the other higher-spending downstate suburban districts.

This finding takes on added importance given that the spending per pupil at the 10th percentile in this group ($7,269 per pupil in 1988-89) actually exceeds the spending level of districts at the 90th percentile of expense per pupil in the rural districts ($6,555 per pupil in 1988-89), the upstate suburbs ($6,790 per pupil), and the upstate small cities ($6,600 per pupil). In short, this spending level of $7,269 per pupil, while competitively very low with respect to the spending levels of the other 90 percent of higher-spending downstate suburban districts, is quite substantial when contrasted with the spending levels of districts throughout most other areas of the State. Such findings can be accounted for in part by the higher regional cost of procuring educational goods and services in the New York Metro/Long Island area of the State, but these higher costs are paralleled in the majority, but not all of these districts, by greater fiscal capacity.

TABLE 5.1
TOTAL EXPENDITURES AND REVENUES,[1] ELEMENTARY AND SECONDARY EDUCATION
NEW YORK STATE

1984-85 TO 1988-89[2]
(In Thousands)

School Year	Total General, Special Aid Fund, & Debt Service Expenditures	Revenues from State Sources		Revenues from Federal Sources		Revenues from Local Sources	
		Amount	Percent of Total Expenditures	Amount	Percent of Total Expenditures	Amount	Percent of Total Expenditures
1988-89	$18,266,589	$8,094,247	44.3%	$568,270	3.1%	$9,742,152	53.3%
1987-88	16,838,294	7,382,234	43.8	496,032	2.9	9,022,450	53.6
1986-87	15,421,053	6,656,238	43.2	496,544	3.2	8,433,331	54.7
1985-86	14,386,971	5,998,932	41.7	583,296	4.1	7,942,860	55.2
1984-85	13,180,256	5,479,365	41.6	441,327	3.3	7,290,172	55.3

1. Revenues as percentage of expenditures will not total 100 since not all revenues received or raised in a given year are expended that year.

2. Data displayed are based on Table 1, of the Second Annual School District Fiscal Profile Report, p. 42.

FIGURE 5.1
PERCENT OF TOTAL REVENUES BY SOURCE ELEMENTARY AND SECONDARY EDUCATION NEW YORK STATE 1984-85 TO 1988-89

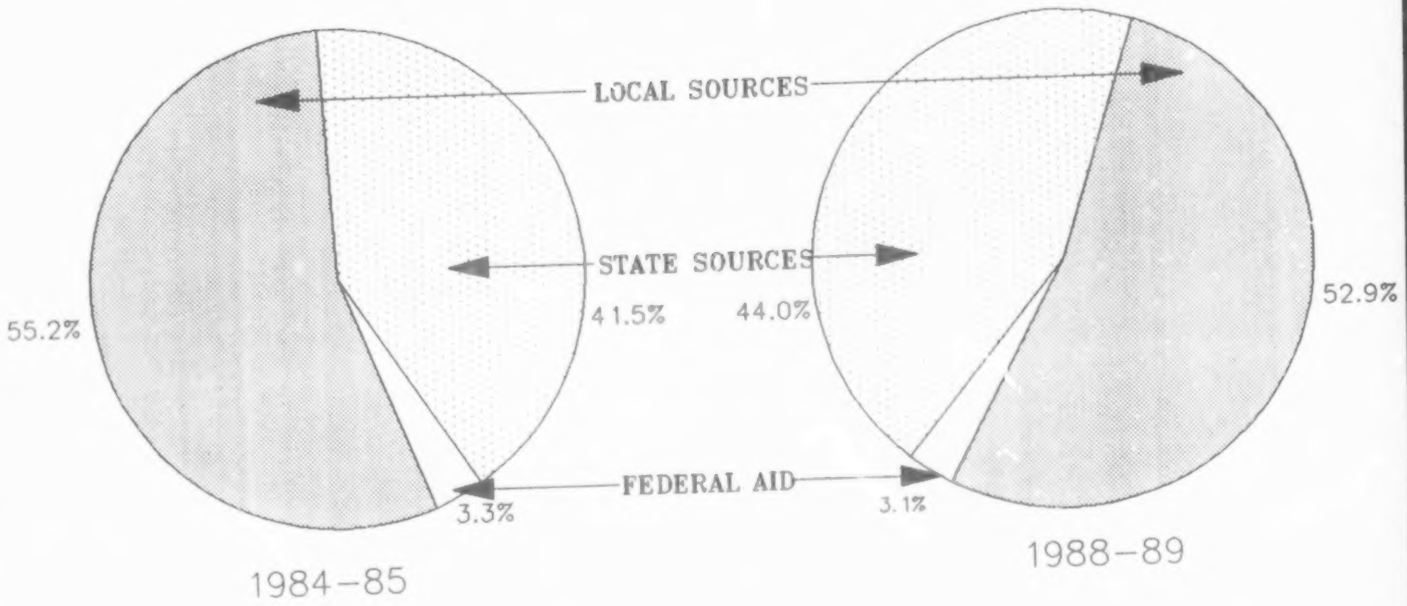

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TABLE 5.2

STATE AID REVENUES PER PUPIL AND EXPENDITURES PER PUPIL[1] PUBLIC ELEMENTARY AND SECONDARY SCHOOLS[2]

NEW YORK STATE

1984-85 TO 1988-89

School Year	State Aid Revenues Per Pupil	Percent Increase in State Aid Revenues Per Pupil Over Prior Year	Expenditures Per Pupil[1]	Percent Increase in Expenditures Per Pupil Over Prior Year
1988-89	$3,240	10.4%	$6,549	9.3%
1987-88	2,936	11.7	5,992	10.3
1986-87	2,628	11.5	5,431	7.8
1985-86	2,356	10.6	5,039	11.1
1984-85	2,130	- -	4,536	- -

1. The expenditure measure includes all district expenses except expenditures for tuition, transportation, and debt service; the pupil measure is a calculated adjusted average daily membership measure (CAADM) and includes students enrolled in district programs and handicapped pupils educated in district, BOCES, and Section 4402 programs. Prekindergarten and half-day kindergarten pupils are weighted at .5.
2. Data displayed are based on Table 2 of the Second Annual Fiscal Profile Report, p. 42.

TABLE 5.3
PUBLIC SCHOOL EXPENDITURES PER PUPIL[1] AND PERCENT OF EXPENDITURES BY FUNCTION[2]
NEW YORK STATE
1984-85 TO 1988-89

Type Of District	Total Expenditure Per Pupil	Percent of Expenditures for:				
		Central Administration	Instructional Expenses	Transportation	Operation and Maintenance	Other[3]
Total State						
1984-85	$4,536	1.9 %	56.9 %	5.5 %	8.4 %	27.3 %
1985-86	5,039	2.0	57.5	5.3	8.2	27.0
1986-87	5,431	2.0	59.0	5.4	7.9	25.7
1987-88	5,992	2.1	59.2	5.4	8.0	25.3
1988-89	6,549	2.1	60.1	5.3	8.3	24.2
New York City						
1984-85	$4,289	1.8 %	57.8 %	5.8 %	7.2 %	27.4 %
1985-86	4,840	2.0	59.3	5.4	7.1	26.2
1986-87	5,088	2.0	61.9	5.5	6.9	23.7
1987-88	5,589	2.0	61.6	5.3	7.5	23.6
1988-89	6,032	2.0	63.4	5.2	8.5	20.9
Other "Big 5" Cities						
1984-85	$4,608	1.2 %	56.8 %	5.3 %	9.0 %	27.7 %
1985-86	5,074	1.2	56.1	5.3	8.4	29.0
1986-87	5,574	1.2	57.4	6.0	7.9	27.5
1987-88	6,199	1.3	58.2	5.7	7.8	27.0
1988-89	6,901	1.3	58.8	5.7	7.5	26.7
State Excluding NYC						
1984-85	$4,674	2.0 %	56.4 %	5.3 %	9.1 %	27.2 %
1985-86	5,151	2.0	56.5	5.2	8.7	27.6
1986-87	5,626	2.0	57.5	5.4	8.4	26.7
1987-88	6,223	2.1	58.0	5.5	8.3	26.1
1988-89	6,846	2.1	58.5	5.4	8.2	25.8

1. The expenditure measure includes all district expenses except expenditures for tuition, tranportation, and debt service; the pupil measure is a calculated adjusted average daily membership measure (CAADM) and includes students enrolled in district programs and handicapped pupils educated in district, BOCES, and Section 4402 programs. Prekindergarten and half-day kindergarten pupils are weighted at .5.

2. The expenditure functions used here are based on definitions described in the Glossary (Statistical Profiles of Public School Districts). For this percentage analysis, the expenditure measure does include tuition, transportation, and debt service expenditures.

3. Includes board of education, community services, undistributed expenses (including employee benefits), and certain interfund transfers.

TABLE 5.4

PUBLIC SCHOOL EXPENDITURES PER PUPIL FOR DISTRICTS AT THE 10TH, 50TH, AND 90TH PERCENTILES OF EXPENSE

BY DISTRICT TYPE: 1984-85 AND 1988-89

District Type	Expenditure/P.[1] 1984-85	Expenditure/P. 1988-89	Expenditure Change ($)	Expenditure Change (%)	Expenditure Gap[2] 1984-85	Expenditure Gap 1988-89
STATEWIDE N=694						
10th	3381.04	5005.24	1624.20	48.04		
50th	3992.61	5843.67	1851.06	46.36	97.41	91.35
90th	6674.49	9577.55	2903.06	43.49		
NEW YORK CITY	4288.16	6032.31	1744.15	40.67		
BIG 4						
50th	4583.09	7057.48	2474.40	53.99		
OTHER CITY DISTRICTS ST N=57						
10th	3511.90	5133.02	1621.12	46.16		
50th	3963.51	5802.69	1839.18	46.40	68.41	68.51
90th	5914.44	8649.61	2735.17	46.25		
-Downstate N=7						
10th	5448.94	8000.75	2551.81	46.83		
50th	6675.39	9358.73	2683.34	40.20	54.68	65.45
90th	8428.23	13237.49	4809.26	57.06		
-Upstate N=50						
10th	3484.78	5121.14	1636.36	46.96		
50th	3903.75	5656.83	1753.08	44.91	26.64	28.88
90th	4413.27	6600.35	2187.08	49.56		
NON-CITY DISTRICTS N=632						
10th	3373.28	4988.27	1614.99	47.88		
50th	3992.61	5826.71	1834.10	45.94	99.89	93.46
90th	6742.85	9650.14	2907.29	43.12		
-Downstate Suburbs N=168						
10th	4846.90	7269.46	2422.56	49.98		
50th	6170.21	9293.15	3122.94	50.61	56.43	62.35
90th	7581.95	11802.02	4220.07	55.66		
-Upstate Suburbs N=243						
10th	3328.34	5004.23	1675.89	50.35		
50th	3836.82	5609.46	1772.64	46.20	41.55	35.69
90th	4711.12	6790.35	2079.23	44.13		
-Rural N=221						
10th	3283.63	4853.53	1569.90	47.81		
50th	3648.81	5383.88	1735.07	47.55	37.30	35.07
90th	4508.32	6555.67	2047.35	45.41		

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[1] The expenditure measure includes all district expenses except expenses for tuition, transportation, and debt service; the pupil measure is a calculated adjusted average daily membership measure (CAADM) and includes students enrolled in district progrms and handicapped pupils educated in district, BOCES, and Section 4402 programs. Prekindergarten and half-day kindergarten pupils are weighted at .5.

[2] The expenditure gap is calculated by determining the expenditure/pupil difference between the 10th and 90th percentiles, and dividing this difference by the expenditure per pupil at the 10th percentile.

CHAPTER V: RESOURCES – *PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS*

During 1989-90, almost 183,300 persons were teaching in New York State's public school classrooms; an additional 31,835 people held other professional positions.[1] The number of classroom teachers and other professionals has been increasing since 1980-81, except that from 1988-89 to 1989-90 the number of other professional staff decreased by 11.0 percent (Table 5.5). The overall increase amounted to more than 19,000 teachers and an additional 5,872 other professionals – an increase of 11.9 percent and 22.6 percent, respectively, during the last 10 years. Declining student enrollment (approximately 27.9 percent) during this period resulted in smaller class sizes and reduced pupil/teacher ratios in the public schools. Statewide, kindergarten showed the smallest decrease in average class size since 1980 (from 22.9 pupils to 21.7 pupils); U.S. history & government, the largest (from 25.7 students to 22.5 students).

New York City public schools followed the same trend during the 10-year period. Of particular note are decreases for classes in the elementary grades (4.5 fewer students per class), English 9 (3.4 fewer students per class), and English 7 (2.6 fewer students per class). In the Other Big 5 city public schools, average enrollment in U.S. History declined the most (4.3 fewer students per class), followed by English 7 (3.3 fewer students per class) and English 9 (2.5 fewer students per class (Table 5.6).

In 1989-90, on a statewide average, districts employed one classroom teacher for every 13.8 students.[2] New York City employed one classroom teacher for every 15.7 students in 1989-90; in the Other Big 5 districts, the ratio was one teacher for every 13.7 students. During this year, districts employed an average of 2.1 guidance counselors for every 1,000 students. There was essentially no difference in the guidance counselor/student ratio among all four community types (Tables 5.21 and 5.27).

Racial/Ethnic Composition

The minority composition of the State's public school professional force has been increasing since 1970-71, when Blacks and Hispanics represented only 4.6 percent of all classroom teachers and 5.0 percent of all professional staff. During the 1989-90 academic year, these two minority groups comprised 12.2 percent of teachers and 12.8 percent of all professional staff – more than twice the percentage they represented in 1970-71. The statewide total, however, masks significant concentrations of minority teaching staff in the Big 5 city districts. Blacks and Hispanics represented 28.5 percent of New York City's professional staff and 17.8 percent of the professional staff in the Other Big 5 districts, compared with 2.7 percent for the remaining districts in the State (Table 5.7).

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[1] Includes administrators, guidance counselors, school nurses, psychologists, and other professional staff who devote more than half of their time to nonteaching duties.

[2] The denominator in each ratio is total staff, which includes both full-time and part-time staff.

Even though the percentage of minority professional staff has been increasing over the last 10 years, the 1989-90 racial/ethnic distribution of teachers and other professional staff was not comparable to that of students. Table 5.8 shows that the greatest discrepancy in racial/ethnic distribution between classroom teachers and their students was found in the Big 5 cities. Nearly 82.0 percent of the students enrolled in New York City schools during 1989-90 were from minority populations, while minority groups made up 30.4 percent of classroom teachers. The disparity was greatest among Hispanics. While nearly 35.0 percent of total New York City public school enrollments were Hispanic students, only 9.5 percent of classroom teachers were Hispanic. In the Other Big 5 cities, minority teachers represented 17.6 percent of a teaching staff serving a minority student enrollment of nearly 60.0 percent (Table 5.8).

Certification Status

In New York State, 75.5 percent of teachers hold permanent certification (which requires a master's degree and two years' teaching experience). In several key curriculum areas the percentage of permanently certified teachers is below the statewide average: bilingual education (39.9 percent), English as a second language (54.1 percent), humanities/performing arts (61.6 percent), and several special education fields (51.3 to 69.1 percent). As might be expected, these curriculum areas have the highest percentages of teachers teaching subjects in which they are not certified (Table 5.9).

The percentage of nonteaching public school professional personnel with permanent certification is also quite high. Almost all superintendents have permanent certification; the percentages for specific fields range from 91.9 percent for assistant superintendent specialists to 97.8 percent for superintendents in dependent districts. The percentages of principals with permanent certification range from 65.0 percent for assistant K-12 school principals to 95.1 percent for middle school principals. Pupil personnel staff (attendance teachers, school psychologists, social workers, guidance counselors, nurse-teachers, school nurses, and dental hygienists), as a group, have somewhat lower percentages of permanent certification, ranging from 55.7 percent for attendance teachers to 88.6 percent for nurse-teachers (Table 5.10).

Gender Composition

Currently slightly more than two-thirds of the State's teachers are women. Table 5.9 shows that women are especially strongly represented in prekindergarten, kindergarten, home economics, special education, library, gifted and talented, and common branch elementary grades. Men tend to hold higher percentages of teaching positions in occupational education subfields, safety education, social studies, and science.

Among nonteaching professionals, men hold 49.5 percent of all positions and women 50.5 percent. However, there are very distinct differences among subfields (Table 5.10). Men hold significantly greater percentages of leadership positions (superintendents, principals, and department chairpersons). In fact, in the 1989-90 school year, 96.0 percent of independent school district superintendents and 92.6 percent of dependent district superintendents were males. Women were better represented among deputy and assistant superintendents (between 19.4 percent and 28.6 percent of all positions). There was greater representation of women in the fields of assistant special school principal (65.2 percent women and 34.8 percent men) and assistant elementary school principal (54.4 percent women and 45.6 percent men).

Table 5.11 shows the percentages of women administrators in selected professional fields since 1968-69. This table demonstrates that the percentage of female school superintendents has not changed much in the last 20 years. However, since 1968-69, the percentage of women in the positions of deputy, associate or assistant superintendents increased almost 16 percentage points, while the percentage of women in the position of school business manager increased more than 18 points.

In 1989-90, women were better represented among principals and assistant principals of elementary schools (45.2 percent) than secondary schools (32.2 percent). Even so, the percentage of women in elementary school leadership positions was small compared to their representation among classroom teachers (Table 5.12).

In 1989-90, women predominated in the professional support services (nurse-teacher, school nurse, dental hygienist, social worker, guidance counselor, and school psychologist). Men held the majority of positions as attendance teachers (62.8 percent male and 37.2 percent female). In the remaining professional pupil services fields, women held the majority of positions (Table 5.10). In fact, the professional field of "school nurse" was 100 percent female.

Salary

The largest component of educational expenditures consists of instructional staff salaries. Table 5.13 shows the median salary of teachers by degree status over the last 10 years. In actual dollars, between 1979-80 and, 1989-90 the median salary increased 141.0 percent for new teachers (those with bachelor's degrees and one year's experience) and 82.3 percent for teachers with advanced degrees and more than 15 years' experience. When median teacher salaries are adjusted for inflation and disaggregated by degree status and years of experience, the rate of salary increases is significantly less (41.1 percent for new teachers and 6.8 percent for the most experienced teachers). Only first-year teachers, regardless of degree status, have shown significant gains in earning power since 1979 (Table 5.14).

The salary percentiles for public school teachers and noninstructional staff shown in Tables 5.15 and 5.16 demonstrate a wide range, depending on area of specialty and attendant responsibilities. Table 5.15 shows that public school teachers working with emotionally, mentally and physically disabled students earn less, on average, than other teachers in the same percentile range. Bilingual and English as a Second Language teachers also earn less across all percentiles considered in this table. Among noninstructional staff (Table 5.16), school psychologists, guidance counselors, social workers, dental hygienists, and nurses – fields in which women predominate – have lower median salaries than professionals in other fields.

The salaries of both instructional and noninstructional education staff are related to regional costs to the school district, professional experience of staff, formal classroom training (degree status), and certification status in areas appropriate to formal responsibilities.

Experience

One reason for the apparent disparity in pay among teachers and noninstructional staff might be a high turnover rate in certain professional areas. Although the State's teaching and nonteaching work force, as a whole, is highly experienced (an average of 17 years of professional service), teachers in special education and Bilingual/English as a Second Language classes had significantly less experience than the average for each percentile group shown in Table 5.17. To a lesser degree, the same held true for the noninstructional fields with relatively low salaries (Table 5.18).

Degree Status

The educational level attained by teaching and noninstructional staff affects their expectations and salary demands. Tables 5.19 and 5.20 show the degree status of classroom teachers and noninstructional professionals by professional field. Almost 68.0 percent of classroom teachers held at least a master's degree in 1989-90; teachers in library skills, reading, special education for the physically handicapped, and instructional technology had the highest rates. Of the noninstructional staff shown in Table 5.20, 87.3 percent had attained at least a master's degree. Fields with fewer advanced-degree holders included business managers, attendance teachers, nurses, and dental hygienists.

In-Service Education

Like experience and degree status, participation in in-service education is also useful in assessing the qualifications of the teaching force. The State's major support for in-service training of education professionals comes through Teacher Resource and Computer Training Centers, created by the Legislature in 1984 to provide teachers with an opportunity to develop systematic, ongoing in-service training programs, to assure the dissemination and application of educational research developments to classroom instruction, and to develop new curricula and curricular materials specifically designed to meet the educational needs of students as identified by teachers themselves. The teacher center concept is collaborative, involving teachers, school administrators, higher education representatives, business and industry, and parents.

Major activities undertaken by the teacher centers include training in instructional methodologies, student assessment strategies, computer literacy, applications and software evaluation, use of video and telecommunications technology, curriculum development, and application of educational research. The centers also maintain resource libraries and help teachers stay abreast of current developments in their curriculum areas, especially the sciences, mathematics, and technology.

In the initial year of the program, 1984-85, State funds totaling $3.5 million supported the activities of 44 centers statewide. By the 1989-90 school year, the program had expanded to include 103 centers funded by an appropriation of $17.5 million. These centers served over 200,000 teachers and other education professionals employed by school districts, BOCES, and nonpublic schools.

The Dwight D. Eisenhower Mathematics and Science Act is a Federal entitlement program which provides funds to local educational agencies and institutions of higher education to improve the skills of teachers and the quality of instruction in mathematics, science, computer learning, and foreign languages. In 1989-90, approximately $5.1 million was allocated to New York State school districts to support in-service training programs for public and nonpublic school teachers of mathematics and science. Teacher training is conducted through a variety of means, including workshops, conferences, seminars, and tuition reimbursement.

Most public school districts in the State participate in this program. In compliance with the legislation, nonpublic school teachers may participate in the public schools' in-service activities on an equitable basis. The State Education Department expended approximately $281,000 of the 1989-90 Eisenhower funds to disseminate model programs for teacher in-service training and to provide technical assistance.

Funds are also available under this act for institutions of higher education to conduct training and in-service programs in mathematics, science, and foreign language instruction. In 1989-90, about $1.8 million were so awarded, on a competitive basis, to 46 colleges and universities. An additional $626,000 were awarded to 12 postsecondary institutions to operate model programs designed to increase access to mathematics, science and foreign language instruction for historically underserved and underrepresented populations.

In addition to the Teacher Centers and the Dwight D. Eisenhower programs, public school districts conduct their own in-service activities. While State Education Department staff frequently participate in such programs or provide technical assistance in planning them, the Department does not currently maintain comprehensive records on these programs.

Teacher Turnover

Across the State, approximately nine percent of public school teachers who had taught in 1988-89 did not return in 1989-90. The curriculum areas with the highest turnover rates were bilingual education and English as a second language (both with a 12 percent turnover rate) and special education and foreign languages (11 percent). The subjects with the lowest turnover rates were elementary education (K-6), social studies, English and mathematics; all had a turnover rate of eight percent. Overall, turnover was somewhat higher for female than male teachers (Table 5.22).

School districts had to hire replacements for most staff who did not return to teaching. While some hires were experienced teachers, a significant portion of the candidates came from a pool of people recently certified. In 1989-90, the State Education Department issued 30,323 teacher certificates, 3,587 administrator certificates, and 2,295 certificates in pupil personnel fields. The most teaching certificates were awarded for elementary grades N-6 (33.2 percent) and special education (14.5 percent).

The gender distribution of certificates awarded mirrored that of the current teaching force. Females received almost all the certificates issued in home economics (98 percent), elementary grades N-6 (92 percent), and special education (91 percent). The only subjects in which certificates were awarded to a majority of males were industrial arts (91 percent), vocational education (61 percent), social studies (53 percent), and physical education (52 percent); all are areas in which males represent significant percentages of the current work force.

In 1989 females received 59 percent of certificates issued in the area of school district administrator and 59 percent in the area of school administrator and supervisor. These percentages are in sharp contrast to the percentages of females who are currently employed in professional fields requiring these certificates.

The gender differences among certificate recipients in pupil personnel fields were somewhat greater than those among currently employed professionals in these fields. For example, three-quarters of the certificates for school counselor were issued during 1989-90 to females, while little more than half (56.1 percent) of the State's current guidance counselors are females (Table 5.23).

Data on the race/ethnicity of persons receiving teacher and administrator certificates are not currently available. However, the Department does have such data for Fall 1988 on "new teacher hires" for the Big 5 public school districts and the rest of the State. These data indicate that districts, particularly the Big 5 cities, are hiring higher percentages of Blacks, Hispanics and other minorities than the percentages these populations represent in the total professional staff (Table 5.24).

Teacher Education

During the decade of the 1980s, there has been much public attention devoted to the profession of teaching. Concern has arisen over inability to attract and retain teachers because salaries and prestige were perceived to be low and working conditions poor (too much paper work, too little control over one's own job, too many nonteaching duties). New York State responded to this concern by promoting enrollments in undergraduate and graduate teacher-education programs through scholarship, fellowship, and loan programs.

Table 5.25 displays the number of institutions offering registered teacher-education programs by sector and postsecondary region. The table also shows student enrollment in these programs. While public colleges and universities comprise only a quarter of the teacher-education institutions, they enroll nearly 55.0 percent of all students enrolled in such programs. Geographically, 52.0 percent of all students in teacher-education programs attend institutions outside of the New York City, Long Island, and Mid-Hudson regions, although the majority of institutions (58.1 percent) offering teacher education are located in these three regions.

Since 1983, total enrollment across all teacher-education programs has increased by 55.9 percent. However, the numbers preparing to teach science continue to be very low: in 1989, 0.2 percent of teacher-education enrollments were in general physics, 0.3 percent in general chemistry. Overall, just 3.0 percent of all students enrolled in teacher-education programs were in general science, biology, chemistry, physics and earth science (Table 5.26).

New York City Teachers

A comparison of the New York City teaching force with teachers working in the Other Big 5 cities and the State's remaining districts indicates that the New York City teaching force is somewhat less stable than in other districts. During 1989-90, New York City had:

- the highest average pupil/teacher ratio: 15.7 pupils per teacher, compared to 13.7 in the Big 5 cities and 12.9 in the remaining districts;
- the highest teacher turnover rate: 13 percent, compared to nine percent in the Other Big 5 cities and eight percent in all other school districts;
- the lowest percentage of teachers with permanent certification or licensure: 63.9 percent, compared to 75.9 percent for the Other Big 5 cities and 81.0 percent for the remaining public school districts; and
- the least median years of experience among classroom teachers: 14 years, compared to 17 years in all other public school districts (Table 5.27).

Teacher Characteristics and Minority Schools

For 1989-90, Table 5.28 presents selected characteristics of teachers by school location and minority composition. Generally, among the three categories of public schools (New York City, Other Big 5 districts, and Rest of State), schools with greater percentages of minority students had higher teacher turnover rates, higher percentages of teachers not certified (or, in New York City, licensed) in the subjects they teach, and teachers with somewhat less experience. For example, public schools in the Other Big 5 cities with 0 to 20 percent minority enrollments had a teacher turnover rate of 5.0 percent, compared to at least 8.0 percent in schools with higher percentages of minority enrollment. In New York City, where the percentage of teachers not certified/licensed was 2.9 percent for schools with 0 to 20 percent minority students, it was 17.3 percent in schools with greater than 80 percent minority enrollments.

Among all schools statewide with minority enrollments greater than 80 percent, New York City schools had the highest teacher turnover rates, the highest percentage of teachers who are teaching outside their subject of certification, and the fewest years' experience. On the other hand, New York City schools had the highest percentage of teachers holding educational credentials beyond the master's degree. Teachers in the Other Big 5 city districts, in contrast, had the lowest turnover rate, the lowest percentage not certified in the subjects they teach, and the highest median number of years' professional experience.

TABLE 5.5

PROFESSIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

NEW YORK STATE

1970-71 TO 1989-90

Year	Classroom Teachers	Other Professional Staff*	Total Professional Staff
1970-71	185,223	27,943	213,166
1975-76	177,486	26,500	203,986
1980-81	163,837	25,963	189,800
1985-86	169,615	26,462	196,077
1986-87	170,354	29,713	200,067
1987-88	176,910	36,177	213,087
1988-89	177,871	35,773	213,644
1989-90	183,293	31,835	215,128

*Includes administrators, guidance counselors, school nurses, psychologists, and other professional staff who devote more than half of their time to nonteaching duties.

TABLE 5.6
PUBLIC SCHOOL AVERAGE CLASS SIZE IN SELECTED COURSES
NEW YORK STATE
1980-81 TO 1989-90

Course/Year	New York City	Other "Big 5" Cities*	Rest of State	Total State
Kindergarten				
1980-81	25.0	23.6	22.2	22.9
1985-86	24.9	23.5	21.0	23.3
1989-90	24.3	23.4	20.5	21.7
Grades 1 - 6				
1980-81	31.5	24.9	23.4	25.8
1985-86	27.9	24.1	22.1	24.1
1989-90	27.0	24.7	22.1	23.6
English 7				
1980-81	31.4	25.6	23.5	25.4
1985-86	29.7	23.4	21.4	23.6
1989-90	28.8	22.3	21.0	23.1
English 9				
1980-81	31.5	25.3	23.2	25.2
1985-86	28.9	24.5	21.8	23.7
1989-90	28.1	22.8	20.2	22.3
Biology-Regents				
1980-81	33.0	25.9	23.8	26.0
1985-86	31.4	26.4	23.6	25.8
1989-90	30.8	24.5	21.9	24.1
U.S.History & Government				
1980-81	31.7	27.1	23.8	25.7
1985-86	29.9	24.6	22.3	24.3
1989-90	29.4	22.8	20.3	22.5

*Buffalo, Rochester, Syracuse, and Yonkers.

TABLE 5.7
PERCENT DISTRIBUTION OF PUBLIC SCHOOL PROFESSIONAL STAFF
BY RACIAL/ETHNIC ORIGIN
NEW YORK STATE
1970-71 TO 1989-90

School Year	New York City					Other "Big 5" Cities [1]					Rest of State					Total State				
	Black	Hispanic	Amer. Indian/ Alaskan Native	Asian/ Pacific Islander	White	Black	Hispanic	Amer. Indian/ Alaskan Native	Asian/ Pacific Islander	White	Black	Hispanic	Amer. Indian/ Alaskan Native	Asian/ Pacific Islander	White	Black	Hispanic	Amer. Indian/ Alaskan Native	Asian/ Pacific Islander	White
1970-71																				
Classroom Teachers	7.8%	1.3%	*	0.4%	90.5%	9.0%	0.4 %	-	0.2%	90.4%	1.5%	0.3%	0.1%	0.1%	98.0%	4.0%	0.6%	*	0.2%	95.2%
Principals	7.8	0.9	--	0.1	91.2	8.7	--	--	--	91.3	0.9	0.1	--	0.1	98.9	2.9	0.2	--	0.1	96.8
Other Professional Staff [2]	12.8	2.8	*	0.2	84.2	9.3	0.5	0.1%	0.1	90.0	2.7	0.4	0.1	0.3	96.5	6.4	1.2	0.1%	0.3	92.0
Total Professional Staff	8.5	1.6	*	0.3	89.6	9.0	0.4	0.1	0.2	90.3	1.7	0.3	*	0.2	97.8	4.3	0.7	0.1	0.2	94.7
1980-81																				
Classroom Teachers	12.0%	5.3%	*	0.7%	82.0%	12.3%	1.9 %	0.2%	0.2%	85.4%	2.0%	0.4%	*	0.2%	97.4%	5.5%	2.0%	0.1%	0.3%	92.1%
Principals	19.6	5.2	--	0.5	74.7	19.5	1.5	--	--	79.0	2.3	0.2	0.1%	0.1	97.3	7.4	1.5	0.1	0.2	90.8
Other Professional Staff [2]	10.7	3.7	0.1%	0.3	85.2	13.5	2.6	0.2	0.6	83.1	7.3	2.0	0.6	0.2	89.9	8.1	2.2	0.6	0.3	88.8
Total Professional Staff	12.0	5.2	*	0.6	82.2	12.7	2.0	0.2	0.3	84.8	3.0	0.7	0.2	0.2	95.9	6.0	2.0	0.2	0.3	91.5
1985-86																				
Classroom Teachers	17.4%	7.8%	0.1%	1.1%	73.6%	13.9%	2.4 %	0.3%	0.5%	82.9%	2.0%	0.4%	0.1%	0.2%	97.3%	7.9%	3.0 %	0.1%	0.5%	88.5%
Principals	19.9	7.7	0.1	0.9	71.4	25.0	2.2	0.5	--	72.3	2.7	0.3	0.1	*	96.9	8.2	2.3	0.1	0.3	89.1
Other Professional Staff [2]	17.6	7.1	*	2.0	73.3	14.9	2.8	0.5	0.3	81.5	3.1	0.5	0.2	0.3	95.9	9.6	3.4	0.2	1.0	85.8
Total Professional Staff	17.5	7.7	*	1.3	73.5	14.3	2.4	0.3	0.4	82.6	2.2	0.4	0.1	0.2	97.1	8.2	3.1	0.1	0.6	88.0
1989-90																				
Classroom Teachers	19.1%	9.5%	0.1%	1.7%	69.6%	13.4%	3.3 %	0.4%	0.5%	82.4%	1.9%	0.6%	0.1%	0.2%	97.2%	8.4%	3.8%	0.1%	0.7%	87.0%
Principals	19.7	8.7	0.1	1.1	70.4	28.9	3.3	0.5	--	67.3	3.8	0.5	0.1	0.1	95.5	9.1	2.7	0.2	0.3	87.7
Other Professional Staff [2]	18.3	9.6	*	2.2	69.8	18.4	5.0	0.7	0.4	75.5	3.0	0.7	0.1	0.2	96.0	10.9	5.1	0.1	1.1	82.7
Total Professional Staff	19.0	9.5	0.1	1.8	69.6	14.2	3.6	0.5	0.5	81.2	2.1	0.6	0.1	0.2	97.0	8.8	4.0	0.1	0.8	86.3

[1] Buffalo, Rochester, Syracuse, and Yonkers.

[2] Includes administrators, guidance counselors, school nurses, psychologists, and other professional staff who devote more than half of their time to nonteaching duties.

*Less than 0.1%.

TABLE 5.8

RACIAL/ETHNIC COMPOSITION OF PUBLIC SCHOOL PROFESSIONAL STAFF AND STUDENTS

NEW YORK STATE

1989-90

District Type	Enrollment	Classroom Teachers	Other Professional Staff
New York City			
Black	38.3%	19.1%	18.4%
Hispanic	34.6	9.5	9.6
American Indian/Alaskan Native	*	0.1	*
Asian/Pacific Islander	7.7	1.7	2.1
White	19.4	69.6	69.9
Other "Big Five" Cities			
Black	45.0%	13.4%	18.4%
Hispanic	12.2	3.3	5.0
American Indian/Alaskan Native	0.8	0.4	0.7
Asian/Pacific Islander	1.7	0.5	0.4
White	40.3	82.4	75.5
Rest of State			
Black	6.6%	1.9%	3.2%
Hispanic	3.2	0.6	0.7
American Indian/Alaskan Native	0.3	0.1	0.2
Asian/Pacific Islander	2.0	0.2	0.2
White	87.9	97.2	95.7
Total State			
Black	19.9%	8.4%	10.7%
Hispanic	15.1	3.8	4.8
American Indian/Alaskan Native	0.3	0.1	0.2
Asian/Pacific Islander	4.0	0.7	1.0
White	60.7	87.0	83.3

*Less than 0.1%.

TABLE 5.9
CERTIFICATION STATUS AND GENDER OF PUBLIC SCHOOL TEACHERS BY PROFESSIONAL FIELD
NEW YORK STATE
1989-90

Professional Field	Certification Status			Gender	
	Permanent	Provisional*	Other**	Male	Female
Prekindergarten	67.6%	23.5%	8.9%	2.1%	97.9%
Kindergarten	77.7	18.0	4.3	2.5	97.5
Common Branch	79.8	16.0	4.2	13.8	86.2
Gifted/Talented	80.4	10.0	9.6	13.1	86.9
Library	84.4	8.7	6.9	11.2	88.8
Learning Disabled	68.5%	20.5%	10.9%	17.5%	82.5%
Autistic	52.1	22.3	25.7	18.7	81.3
Mentally Handicapped	71.2	17.9	10.9	22.0	78.0
Emotionally Handicapped	56.0	25.3	18.6	35.1	64.9
Physically Handicapped	69.1	16.7	14.2	7.3	92.7
Mixed Handicapped	64.7	17.1	18.2	18.4	81.6
Multiply Handicapped	51.3	21.9	26.8	17.8	82.2
Reading	80.1%	7.5%	12.4%	17.1%	82.9%
English Language	77.6	11.5	10.9	36.5	63.5
Foreign Language	65.0	18.7	16.3	26.0	74.0
Bilingual Education	39.9	24.3	35.8	23.3	76.7
English as a Second Language	54.1	21.4	24.4	21.0	79.0
Mathematics	76.8%	12.3%	10.9%	49.5%	50.5%
Science	70.2	12.8	16.9	65.1	34.9
Social Studies	77.5	12.8	9.7	67.3	32.7
Art	76.1	16.3	7.5	31.7	68.3
Music	77.9	17.6	4.6	48.9	51.1
Art/Music	72.1	18.8	9.1	35.2	64.8
Health Education	73.5%	12.9%	13.6%	51.2%	48.8%
Health Occupations	56.1	14.1	29.9	9.5	90.5
Safety Education	82.0	6.0	12.0	92.3	7.7
Physical Education	82.2	13.1	4.8	59.3	40.7
Agriculture	52.4	10.1	37.5	83.2	16.8
Business/Marketing	70.3	9.6	20.1	37.9	62.1
Home Economics	74.4%	9.6%	16.0%	8.7%	91.3%
Technology (Industrial Arts)	77.4	8.0	14.6	95.2	4.8
Trade Education	53.4	12.7	33.9	84.7	15.3
Technical Education	52.7	12.6	34.7	86.1	13.9
Occupational Education-General	71.4	10.7	17.9	53.1	46.9
Occupational Cooperative Work Exp.	50.3	5.3	44.4	54.6	45.4
General Coop. Work Experience	52.9%	10.1%	37.0%	52.6%	47.4%
Instructional Technology	40.5	6.5	53.0	54.5	45.5
Humanities/Performing Arts	61.6	19.4	18.9	41.1	58.9
Combined Courses	62.0	16.1	22.0	45.4	54.6
Helping Teacher	73.7	11.6	14.7	43.8	56.2
Computer Studies	73.6	11.2	15.2	51.6	48.4
Summary of Teachers	75.5%	15.0%	9.5%	32.4%	67.6%

* Includes New York City Substitute and Probationary; Buffalo Temporary, Probationary and Provisional; New York State 5-Year Provisional.

** Hold no valid certificate or perform more than 20 percent of their service in an assignment(s) for which they are not certified.

NOTE: Individuals may be counted in more than one field in this table. Row totals may not add to 100% due to rounding.

TABLE 5.10
CERTIFICATION STATUS AND GENDER OF PUBLIC SCHOOL NONTEACHING PROFESSIONAL PERSONNEL BY PROFESSIONAL FIELD
NEW YORK STATE
1989-90

Professional Field	Certification Status			Gender	
	Permanent	Provisional*	Other**	Male	Female
Superintendent-Independent	96.7 %	--	3.3 %	96.0%	4.0%
Superintendent-Dependent	97.8	--	2.2	92.6	7.4
Deputy or Associate Superintendent	91.2	0.9%	7.9	71.4	28.6
Assistant Superintendent	93.4	0.5	6.1	80.6	19.4
Asst. Superintendent Specialist	91.9	1.4	6.6	77.8	22.2
Business Manager	59.5%	1.6%	38.9%	80.2%	19.8%
Administrative Assistant	75.7	3.5	20.8	53.6	46.4
Director/Coordinator	68.7	7.4	23.9	54.8	45.2
Assistant Director/Coordinator	76.7	7.9	15.4	44.7	55.3
Supervisor	74.4	11.8	13.8	49.9	50.1
Attendance Teacher	55.7%	23.7%	20.6%	62.8%	37.2%
School Psychologist	77.5	16.7	5.9	45.0	55.0
Social Worker	65.0	25.4	9.6	25.2	74.8
Guidance Counselor	73.7	21.3	5.0	43.9	56.1
***Nurse-Teacher	88.6	8.1	3.3	--	100.0
***School Nurse	83.1%	1.9%	15.0%	--	100.0%
***Dental Hygienist	84.4	6.3	9.4	--	100.0
Department Chairperson	50.0	7.2	42.8	62.3%	37.7
Other Nonteaching Personnel	70.7	9.4	19.9	39.7	60.3
Other School Administrator	65.4	10.0	24.6	64.5	35.5
Elementary School Principal	92.1 %	6.6%	1.3 %	64.8%	35.2%
Middle School Principal	95.1	4.4	0.5	85.6	14.4
Junior High School Principal	92.0	5.8	2.2	85.8	14.2
K-12 School Principal	85.4	8.3	6.3	80.9	19.1
Senior High School Principal	93.6	4.9	1.6	83.5	16.5
Junior-Senior High School Principal	93.2	5.1	1.7	90.2	9.8
Special School Principal	82.6	14.6	2.8	56.5	43.5
Asst. Elem. School Principal	75.6 %	22.2%	2.2%	45.6%	54.4%
Asst. Middle School Principal	82.7	14.6	2.7	73.0	27.0
Assistant Jr. H.S. Principal	80.7	16.9	2.4	76.1	23.9
Assistant K-12 School Principal	65.0	25.0	10.0	82.6	17.4
Assistant Sr. H.S. Principal	82.2	15.8	2.0	73.7	26.3
Assistant Jr.-Sr. H.S. Principal	78.0	12.8	9.2	82.9	17.1
Assistant Special School Principal	88.0	10.9	1.1	34.8	65.2
Summary of Nonteaching Personnel	74.4%	11.6%	13.9%	49.5%	50.5%

* Includes New York City Substitute and Probationary; Buffalo Temporary, Probationary and Provisional; New York State 5-Year Provisional.

** Hold no valid certificate or perform more than 20 percent of their service in an assignment(s) for which they are not certified.

*** Excludes cities of New York, Buffalo, and Rochester.

NOTE: Individuals may be counted in more than one field in this table. Row totals may not add to 100% due to rounding.

TABLE 5.11

PERCENT OF WOMEN ADMINISTRATORS IN SELECTED PROFESSIONAL FIELDS IN PUBLIC SCHOOLS

NEW YORK STATE

1968-69 TO 1989-90

Professional Field	1968-69	1972-73	1976-77	1980-81	1985-86	1987-88	1989-90
Superintendent Independent	1.7%	2.7%	0.9%	1.8%	4.8%	3.8%	4.0%
Superintendent Dependent	2.1	2.9	0.8	3.4	4.9	6.2	7.4
Deputy, Associate, Assistant Superintendent	6.9	7.3	8.6	10.3	14.6	20.0	22.5
Business Manager	1.7	7.1	11.2	14.1	19.6	21.0	19.8
Director/Coordinator	29.8	25.3	28.2	35.2	39.0	42.0	45.2
Assistant Director/Coordinator	50.7	37.0	35.6	43.9	44.4	53.1	55.3
Supervisor	50.8	45.8	51.2	40.2	45.7	47.4	50.1

TABLE 5.12

PERCENT OF WOMEN PRINCIPALS, ASSISTANT PRINCIPALS AND CLASSROOM TEACHERS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

NEW YORK STATE

1968-69 TO 1989-90

Year	Principals			Assistant Principals			Classroom Teachers		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
1968-69	21.5 %	5.0%	16.2 %	37.9 %	14.6%	24.9%	83.9 %	44.1%	61.4%
1972-73	18.7	3.2	14.0	35.1	10.8	21.8	82.6	43.6	59.0
1976-77	17.0	3.9	13.1	33.0	10.0	19.2	80.4	45.3	59.1
1980-81	18.3	5.7	14.3	31.9	11.8	19.2	81.3	44.2	60.5
1985-86	24.6	10.2	19.9	35.4	18.4	25.0	83.4	47.4	64.6
1987-88	27.9	12.7	23.2	40.5	22.6	30.1	85.0	49.7	66.2
1989-90	32.2	14.7	26.9	45.2	24.9	34.1	86.2	51.3	67.6

TABLE 5.13

MEDIAN SALARY OF PUBLIC SCHOOL CLASSROOM TEACHERS BY DEGREE STATUS AND EDUCATIONAL EXPERIENCE IN ACTUAL DOLLARS

NEW YORK STATE
1979-80 TO 1989-90

Degree Status/Total Education Experience	Actual Dollars			Percent Change		
	1979-80	1984-85	1989-90	1979-84	1984-89	1979-89
Bachelor's Degree						
1 year	$10,374	$14,527	$25,000	40.0%	72.1%	141.0%
10 years	15,514	19,265	28,000	24.2	45.3	80.5
16-20 years	18,920	25,728	33,901	36.0	31.8	79.2
BS + 30 or Master's						
1 year	$11,646	$15,659	$26,371	34.5%	68.4%	126.4%
10 years	18,000	22,445	32,118	24.7	43.1	78.4
16-20 years	21,501	29,789	39,200	38.5	31.6	82.3

TABLE 5.14

MEDIAN SALARY OF PUBLIC SCHOOL CLASSROOM TEACHERS BY DEGREE STATUS AND EDUCATIONAL EXPERIENCE IN 1979 DOLLARS

NEW YORK STATE
1979-80 TO 1989-90

Degree Status/Total Education Experience	1979 Dollars			Percent Change		
	1979-80	1984-85	1989-90	1979-84	1984-89	1979-89
Bachelor's Degree						
1 year	$10,374	$10,150	$14,638	- 2.2%	44.2%	41.1%
10 years	15,514	13,460	16,394	- 13.2	21.8	5.7
16-20 years	18,920	17,976	19,849	- 5.0	10.4	4.9
BS + 30 or Master's						
1 year	$11,646	$10,941	$15,440	- 6.1%	41.1%	32.6%
10 years	18,000	15,682	18,805	-12.9	19.9	4.5
16-20 years	21,501	20,814	22,952	- 3.2	10.3	6.8

TABLE 5.15
SALARY PERCENTILES OF PUBLIC SCHOOL TEACHERS
BY PROFESSIONAL FIELD
NEW YORK STATE
1989-90

Professional Field	Salary Percentiles		
	25th	50th	75th
Prekindergarten	$27,842	$33,945	$43,119
Kindergarten	28,745	36,654	45,325
Common Branch	29,751	38,002	46,761
Gifted/Talented	31,233	40,000	49,520
Library	32,480	40,695	50,000
Learning Disabled	$29,239	$36,155	$42,083
Autistic	26,500	31,360	39,893
Mentally Handicapped	28,240	35,000	42,969
Emotionally Handicapped	27,818	33,414	41,000
Physically Handicapped	27,500	33,161	40,952
Mixed Handicapped	28,107	34,479	42,083
Multiply Handicapped	26,568	31,890	39,893
Reading	$31,240	$39,893	$48,381
English Language	32,000	40,957	49,671
Foreign Language	29,079	37,971	47,142
Bilingual Education	26,500	31,240	39,968
English as a Second Language	29,740	36,654	46,000
Mathematics	$32,074	$41,052	$49,237
Science	32,022	42,083	50,000
Social Studies	33,098	43,000	50,000
Art	30,240	39,660	48,266
Music	29,539	38,500	47,206
Art/Music	30,201	36,728	46,190
Health Education	$31,360	$40,310	$48,780
Health Occupations	30,740	37,230	45,039
Safety Education	31,608	39,893	48,000
Physical Education	32,029	41,422	49,923
Agriculture	28,720	36,267	43,564
Business/Marketing	32,878	41,081	50,000
Home Economics	$29,740	$37,008	$45,085
Technology (Industrial Arts)	33,000	41,600	50,000
Trade Education	31,331	39,000	46,000
Technical Education	34,729	45,000	50,000
Occupational Education-General	30,599	39,513	47,183
Occupational Cooperative Work Experience	35,170	43,972	50,000
General Cooperative Work Experience	$31,669	$40,845	$48,381
Instructional Technology	33,683	42,541	50,000
Humanities/Performing Arts	29,740	38,844	47,934
Combined Courses	30,240	42,083	50,000
Helping Teacher	31,125	42,514	50,000
Computer Studies	32,145	41,633	50,000
Summary of Teachers	$30,240	$38,925	$46,945

NOTE: Individuals may be counted in more than one field in this table.

TABLE 5.16
SALARY PERCENTILES FOR PUBLIC SCHOOL NONTEACHING PROFESSIONAL PERSONNEL BY PROFESSIONAL FIELD
NEW YORK STATE
1989-90

Professional Field	Salary Percentiles		
	25th	50th	75th
Superintendent-Independent	$72,682	$86,755	$99,219
Superintendent-Dependent	54,425	60,475	70,000
Deputy or Associate Superintendent	65,108	76,275	80,621
Assistant Superintendent	57,688	66,187	76,254
Assistant Superintendent Specialist	60,900	70,525	80,040
Business Manager	$43,000	$50,200	$60,679
Administrative Assistant	43,798	50,000	59,455
Director/Coordinator	42,083	50,000	58,606
Assistant Director/Coordinator	42,083	48,000	54,050
Supervisor	45,187	52,620	56,719
Attendance Teacher	$35,643	$45,841	$50,000
School Psychologist	34,801	42,918	49,928
Social Worker	32,926	40,161	44,215
Guidance Counselor	36,013	46,990	51,400
*Nurse-Teacher	31,153	37,459	43,611
*School Nurse	$15,872	$19,154	$23,541
*Dental Hygienist	23,682	27,300	34,444
Department Chairperson	44,621	54,290	58,488
Other Nonteaching Personnel	37,969	44,397	50,000
Other School Administrator	42,918	49,956	54,739
Elementary School Principal	$53,350	$62,000	$65,411
Middle School Principal	54,615	64,365	69,132
Junior High School Principal	59,425	66,921	69,132
K-12 School Principal	37,500	43,000	46,000
Senior High School Principal	56,160	65,392	73,700
Junior-Senior High School Principal	46,580	51,422	58,895
Special School Principal	52,135	62,000	64,850
Assistant Elementary School Principal	$53,021	$54,739	$57,544
Assistant Middle School Principal	50,000	54,739	60,000
Assistant Junior High School Principal	54,362	56,719	60,000
Assistant K-12 School Principal	40,918	42,075	49,472
Assistant Senior High School Principal	52,419	55,200	60,000
Assistant Jr.-Sr. High School Principal	39,800	47,790	57,957
Assistant Special School Principal	50,200	54,962	55,339
Summary of Nonteaching Personnel	$39,758	$48,913	$56,606

*Excludes cities of New York, Buffalo and Rochester.

NOTE: Individuals may be counted in more than one field in this table.

TABLE 5.17
TOTAL YEARS OF EDUCATIONAL EXPERIENCE PERCENTILES OF PUBLIC SCHOOL CLASSROOM TEACHERS
NEW YORK STATE
1989-90

Professional Field	Total Years of Educational Experience Percentiles		
	25th	50th	75th
Prekindergarten	6	13	20
Kindergarten	7	15	22
Common Branch	8	17	23
Gifted/Talented	10	17	22
Library	11	18	24
Learning Disabled	6	11	16
Autistic	4	7	12
Mentally Handicapped	6	12	19
Emotionally Handicapped	5	9	16
Physically Handicapped	6	10	16
Mixed Handicapped	6	11	16
Multiply Handicapped	4	9	15
Reading	11	17	23
English Language	11	18	23
Foreign Language	6	15	21
Bilingual Education	4	9	16
English as a Second Language	5	12	19
Mathematics	11	18	23
Science	9	19	24
Social Studies	12	20	25
Art	8	17	22
Music	7	16	23
Art/Music	7	16	22
Health Education	10	17	22
Health Occupations	6	14	20
Safety Education	13	20	27
Physical Education	10	19	24
Agriculture	8	16	22
Business/Marketing	11	18	24
Home Economics	10	16	21
Technology (Industrial Arts)	13	19	25
Trade Education	8	15	21
Technical Education	8	18	24
Occupational Education-General	10	18	24
Occupational Cooperative Work Experience	11	18	23
General Cooperative Work Experience	10	16	23
Instructional Technology	9	18	23
Humanities/Performing Arts	6	15	21
Combined Courses	7	17	22
Helping Teacher	10	18	23
Computer Studies	10	18	23
Summary of Teachers	8	16	22

TABLE 5.18
TOTAL YEARS OF EDUCATIONAL EXPERIENCE PERCENTILES OF PUBLIC SCHOOL NONTEACHING PROFESSIONAL PERSONNEL BY PROFESSIONAL FIELD
NEW YORK STATE
1989-90

Professional Field	Total Years of Educational Experience Percentiles		
	25th	50th	75th
Superintendent-Independent	23	28	32
Superintendent-Dependent	20	24	29
Deputy or Associate Superintendent	20	25	30
Assistant Superintendent	19	23	29
Assistant Superintendent Specialist	19	23	29
Business Manager	13	19	23
Administrative Assistant	17	21	26
Director/Coordinator	16	21	26
Assistant Director/Coordinator	15	19	23
Supervisor	16	21	27
Attendance Teacher	12	21	25
School Psychologist	6	12	19
Social Worker	4	7	12
Guidance Counselor	11	20	27
*Nurse-Teacher	13	20	24
*School Nurse	5	10	15
*Dental Hygienist	10	18	26
Department Chairperson	18	23	28
Other Nonteaching Personnel	11	18	23
Other School Administrator	16	20	24
Elementary School Principal	20	25	31
Middle School Principal	20	24	30
Junior High School Principal	21	26	31
K-12 School Principal	14	17	23
Senior High School Principal	20	25	30
Junior-Senior High School Principal	17	22	27
Special School Principal	16	21	26
Assistant Elementary School Principal	18	22	28
Assistant Middle School Principal	18	23	29
Assistant Junior High School Principal	19	23	29
Assistant K-12 School Principal	11	20	30
Assistant Senior High School Principal	18	23	28
Assistant Jr.-Sr. High School Principal	16	19	24
Assistant Special School Principal	13	17	22
Summary of Nonteaching Personnel	13	20	26

*Excludes cities of New York, Buffalo and Rochester.

NOTE: Individuals may be counted in more than one field in this table.

TABLE 5.19
DEGREE STATUS OF PUBLIC SCHOOL CLASSROOM TEACHERS BY PROFESSIONAL FIELD
NEW YORK STATE
1989-90

Professional Field	Degree Status				
	Bachelor's or Less	Bachelor's + 30 or More Hrs.	Master's Degree	Master's + 30 or More Hrs.	Doctorate
Prekindergarten	23.5%	11.1%	44.1%	21.3%	--
Kindergarten	23.2	17.3	38.9	20.3	0.2%
Common Branch	22.3	18.1	38.0	21.2	0.4
Gifted/Talented	9.5	13.5	43.3	32.7	1.1
Library	2.4	7.7	46.3	43.1	0.6
Learning Disabled	13.9%	7.3%	44.5%	33.7%	0.6%
Autistic	27.6	8.2	36.9	26.9	0.4
Mentally Handicapped	16.1	11.4	44.2	27.8	0.6
Emotionally Handicapped	20.5	10.3	38.3	30.0	1.0
Physically Handicapped	11.6	7.7	58.1	22.0	0.5
Mixed Handicapped	13.7	7.3	49.4	29.0	0.6
Multiply Handicapped	22.0	8.2	44.4	24.7	0.8
Reading	7.6%	10.6%	45.2%	35.6%	1.1%
English Language	10.1	19.0	37.0	32.0	1.9
Foreign Language	15.8	16.2	34.6	31.1	2.4
Bilingual Education	29.6	12.4	32.0	24.9	1.0
English as a Second Language	13.1	10.8	34.8	39.6	1.8
Mathematics	10.8%	19.5%	34.2%	34.3%	1.1%
Science	10.6	18.7	29.7	38.5	2.4
Social Studies	10.3	18.5	32.2	36.6	2.4
Art	12.7	21.6	39.0	26.0	0.7
Music	13.7	19.0	44.2	21.9	1.2
Art/Music	13.8	28.1	28.7	28.1	1.2
Health Education	12.0%	20.8%	32.4%	33.7%	1.0%
Health Occupations	43.9	10.8	22.1	22.4	0.8
Safety Education	10.4	33.3	31.9	23.7	0.7
Physical Education	11.8	25.9	35.3	26.7	0.3
Agriculture	23.9	27.1	28.3	19.5	1.2
Business/Marketing	9.5	19.8	38.5	31.3	0.8
Home Economics	15.8%	21.4%	42.4%	20.1%	0.3%
Technology (Industrial Arts)	11.8	24.2	39.4	24.1	0.6
Trade Education	60.4	14.2	14.6	10.3	0.5
Technical Education	31.6	19.2	18.9	29.4	0.8
Occupational Education-General	13.0	23.8	40.2	22.5	0.5
Occupational Cooperative Work Exp.	16.2	16.4	29.3	37.9	0.3
General Coop. Work Experience	14.2%	14.2%	32.5%	38.2%	0.9%
Instructional Technology	6.4	12.3	35.3	44.4	1.6
Humanities	16.3	14.4	32.6	33.1	3.6
Combined Courses	14.5	14.5	30.8	37.5	2.7
Helping Teacher	12.6	18.5	35.8	31.5	1.6
Computer Studies	10.5	17.1	29.8	41.2	1.4
Summary of Teachers	15.4%	16.7%	38.3%	28.5%	1.0%

TABLE 5.20
DEGREE STATUS OF PUBLIC SCHOOL NONTEACHING PROFESSIONAL PERSONNEL BY PROFESSIONAL FIELD
NEW YORK STATE
1989-90

Professional Field	Degree Status				
	Bechelor's or Less	Bachelor's + 30 or More Hrs.	Master's Degree	Master's + 30 or More Hrs.	Doctorate
Superintendent-Independent	--	0.5%	1.5%	44.1%	53.9 %
Superintendent-Dependent	--	3.0	3.6	67.6	25.8
Deputy or Associate Superintendent	0.8 %	3.3	5.8	68.3	21.7
Assistant Superintendent	0.5	0.5	5.1	67.0	26.9
Assistant Superintendent Specialist	--	2.1	2.6	68.1	27.2
Business Manager	26.6%	6.3%	11.1%	51.7%	4.4%
Administrative Assistant	1.9	6.6	15.6	69.8	6.1
Director/Coordinator	3.1	7.1	18.7	62.9	8.2
Assistant Director/Coordinator	2.8	6.8	16.1	69.1	5.2
Supervisor	3.8	4.7	9.9	72.8	8.8
Attendance Teacher	14.4%	14.1%	22.1%	47.5%	1.9%
School Psychologist	0.1	2.3	8.6	61.3	27.6
Social Worker	1.0	1.3	45.6	51.1	1.0
Guidance Counselor	0.4	3.6	26.6	67.1	2.3
**Nurse-Teacher	48.1	16.7	23.3	11.9	--
**School Nurse	92.9 %	2.2%	3.7%	1.0%	0.1%
**Dental Hygienist	96.9	3.1	--	--	--
Department Chairperson	0.4	10.6	21.9	62.6	4.6
Other Nonteaching Personnel	7.1	8.1	22.0	59.1	3.7
Other School Administrator	1.8	8.5	17.6	67.1	5.0
Elementary School Principal	*	2.6%	13.3 %	74.7%	9.3%
Middle School Principal	0.5%	2.2	8.4	76.2	12.7
Junior High School Principal	--	2.2	9.2	81.2	7.4
K-12 School Principal	--	--	14.6	85.4	--
Senior High School Principal	0.3	2.4	11.2	75.1	10.9
Junior-Senior High School Principal	--	3.4	9.8	76.5	10.3
Special School Principal	--	4.8	6.8	77.6	10.9
Asst. Elem. School Principal	--	2.0%	6.6 %	87.3%	4.1%
Asst. Middle School Principal	0.4 %	3.9	8.3	81.7	5.7
Asst. Jr. H.S. Principal	--	3.1	5.8	87.7	3.4
Asst. K-12 School Principal	--	26.1	17.4	56.5	--
Assistant Sr. H.S. Principal	1.0	2.6	8.2	83.1	5.2
Assistant Jr.-Sr. H.S. Principal	0.7	7.7	17.6	71.8	2.1
Assistant Special School Principal	1.1	2.2	2.2	92.5	2.2
Summary of Nonteaching Personnel	7.3%	5.4%	18.1%	61.7%	7.5%

*Less than 0.1%.

**Excludes cities of New York, Buffalo and Rochester.

NOTE: Individuals may be counted in more than one field in this table. Row totals may not add to 100% due to rounding.

TABLE 5.21

PUBLIC SCHOOL PUPIL PERSONNEL SERVICES STAFF PER 1,000 STUDENTS BY COMMUNITY TYPE

NEW YORK STATE

1989-90

Location/Field	FTE Staff Per 1,000 Students
New York City	
School Psychologists	0.8
School Social Workers	0.8
Guidance Counselors	2.0
Large City Districts	
School Psychologists	1.1
School Social Workers	0.8
Guidance Counselors	2.1
Other City Districts	
School Psychologists	0.8
School Social Workers	0.4
Guidance Counselors	2.0
Non-City Districts	
School Psychologists	1.0
School Social Workers	0.4
Guidance Counselors	2.2
Total State	
School Psychologists	0.9
School Social Workers	0.5
Guidance Counselors	2.1

TABLE 5.22

PUBLIC SCHOOL TEACHER TURNOVER RATE BY SUBJECT AND GENDER

NEW YORK STATE
FALL 1988 TO FALL 1989

Subject	Male	Female	Total
K-6	8 %	8 %	8 %
English	8	9	8
Social Studies	7	9	8
Mathematics	8	8	8
Science	7	11	8
Foreign Language	10	11	11
Bilingual Education	15	11	12
English as a Second Language	14	12	12
Occupational Education	8	10	9
Special Education	10	11	11
Other	8	10	9
Total	8 %	10 %	9 %

309

TABLE 5.23

TEACHER AND ADMINISTRATOR CERTIFICATES ISSUED BY GENDER

NEW YORK STATE

1989-90

Certification Area	Number Issued	Gender	
		Male	Female
School District Administrator	1,241	41%	59%
School Administrator & Supervisor	2,346	41	59
Elementary (N-6)	12,035	8%	92%
English (7-12)	1,615	26	74
Social Studies (7-12)	1,623	53	47
Mathematics (7-12)	1,398	36%	64%
Foreign Languages (7-12)	1,293	17	83
Sciences (7-12)	2,303	44	56
Art	911	19%	81%
Business	402	30	70
Industrial Arts	234	91	9
Home Economics	196	2%	98%
Music	994	42	58
Physical Education	1,155	52	48
Health	360	28%	72%
Vocational	569	61	39
Special Education	5,234	9	91
School Attendance Teacher	129	60%	40%
School Counselor	1,080	24	76
School Psychologist	580	27	73
School Social Worker	506	18	81

TABLE 5.24
RACIAL/ETHNIC DISTRIBUTION OF FULL-TIME PUBLIC SCHOOL PROFESSIONAL STAFF AND NEW HIRES
NEW YORK STATE
FALL 1988

Location/Category	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Asian or Pacific Islander	American Indian or Alaskan Native
Buffalo					
Principals/Assistant Principals					
Total	69.3%	25.6%	3.9%	0.6%	0.6%
New Hires	100.0	--	--	--	--
Classroom Teachers					
Total	80.2%	15.3%	3.7%	0.4%	0.4%
New Hires	77.7	16.5	4.9	0.9	--
Other Professional Staff					
Total	72.4%	20.8%	4.2%	0.3%	2.3%
New Hires	53.3	26.7	10.0	6.7	3.3
New York City					
Principals/Assistant Principals					
Total	78.0%	15.0%	6.4%	0.5%	0.1%
New Hires	64.5	24.3	11.2	--	--
Classroom Teachers					
Total	70.5%	18.7%	9.2%	1.5%	0.1%
New Hires	54.7	25.8	16.2	3.2	0.1
Other Professional Staff					
Total	66.9%	20.5%	9.7%	2.9%	*
New Hires	49.6	29.4	15.5	5.1	0.4%
Rochester					
Principals/Assistant Principals					
Total	57.7%	35.6%	6.7%	--	--
New Hires	--	--	--	--	--
Classroom Teachers					
Total	80.2%	15.9%	3.1%	0.7%	0.1%
New Hires	73.6	16.0	9.2	0.6	0.6
Other Professional Staff					
Total	80.7%	13.6%	5.3%	0.2%	0.2%
New Hires	69.3	19.2	11.5	--	--
Syracuse					
Principals/Assistant Principals					
Total	73.2%	26.8%	--	--	--
New Hires	100.0	--	--	--	--
Classroom Teachers					
Total	89.9%	9.2%	0.5%	0.2%	0.2%
New Hires	93.4	4.7	1.9	--	--
Other Professional Staff					
Total	89.5%	8.5%	1.4%	0.6%	--
New Hires	91.7	6.7	1.6	--	--
Yonkers					
Principals/Assistant Principals					
Total	70.0%	16.3%	13.7%		
New Hires	N/A	N/A	N/A	N/A	N/A
Classroom Teachers					
Total	87.4%	8.0%	4.1%	0.4%	0.1%
New Hires	N/A	N/A	N/A	N/A	N/A
Other Professional Staff					
Total	67.0%	24.1%	7.7%	0.9%	0.3%
New Hires	N/A	N/A	N/A	N/A	N/A
Rest of State					
Principals/Assistant Principals					
Total	95.0%	4.3%	0.6%	--	0.1%
New Hires	93.0	5.9	1.1	--	--
Classroom Teachers					
Total	96.8%	2.4%	0.7%	0.1%	*
New Hires	96.3	2.1	1.3	0.2	0.1%
Other Professional Staff					
Total	95.8%	3.2%	0.7%	0.2%	*
New Hires	95.5	3.5	0.7	0.3	--

*Less than 0.1 percent.

SOURCE: U.S. Equal Employment Opportunity Commission

TABLE 5.25

NUMBER OF INSTITUTIONS OFFERING TEACHER EDUCATION PROGRAMS AND TOTAL ENROLLMENT IN TEACHER TRAINING BY SECTOR AND REGION

NEW YORK STATE

FALL 1989

Region	SUNY		CUNY		Independent and Proprietary		Total	
	Number of Programs	Enrollment	Number of Programs	Enrollment	Number of Programs	Enrollment	Number of Programs	Enrollment
Western	3	5,210			8	1,733	11	6,943
Genesee Valley	2	2,144			7	1,960	9	4,104
Central	6	6,292			6	1,477	12	7,769
Northern	1	1,266			1	46	2	1,312
Northeast	3	2,063			7	1,895	10	3,958
Mid-Hudson	1	1,198			18	3,768	19	4,966
New York City			9	7,735	21	4,239	30	11,974
Long Island	2	393			10	6,561	12	6,954
Total State	18	18,566	9	7,735	78	21,679	105	47,980

TABLE 5.26

TOTAL FULL- AND PART-TIME ENROLLMENT IN TEACHER EDUCATION PROGRAMS BY STUDENT LEVEL AND SUBJECT AREA

NEW YORK STATE

FALL 1983 TO FALL 1989

Subject Area	Undergraduate			Graduate			Total		
	Fall 1983	Fall 1986	Fall 1989	Fall 1983	Fall 1986	Fall 1989	Fall 1983	Fall 1986	Fall 1989
Elementary (N-6)	7,241	9,372	12,230	2,728	4,974	7,531	9,969	14,346	19,761
English	763	1,161	1,759	376	510	787	1,139	1,671	2,546
Social Studies	567	754	1,082	293	316	572	860	1,070	1,654
Foreign Languages	253	370	540	204	227	265	457	597	805
Mathematics	694	1,204	1,069	323	533	646	1,017	1,737	1,715
General Science (Jr. H.S.)	56	104	125	16	46	57	72	150	182
Biology, General (7-12)	262	386	422	201	311	359	463	697	781
Physics, General (7-12)	46	56	58	15	43	61	61	99	119
Chemistry, General (7-12)	61	84	86	24	52	75	85	136	161
Earth Sciences, General (7-12)	62	61	65	35	106	115	97	167	180
Occupational Subjects	1,106	891	762	177	121	161	1,283	1,012	923
Business and Distributive Educ.	461	376	526	150	159	144	611	535	670
Special Education	3,294	3,498	3,434	3,697	4,105	4,372	6,991	7,603	7,806
Physical Education	2,261	1,977	2,773	330	588	599	2,591	2,565	3,372
Library and Media Specialist	1	--	--	69	95	164	70	95	164
Reading	1	--	--	1,533	1,964	2,147	1,534	1,964	2,147
Other*	2,016	2,080	2,591	1,467	1,905	2,403	3,483	3,985	4,994
Total	19,145	22,374	27,522	11,638	16,055	20,458	30,783	38,429	47,980

* Includes Art, Music, Health, Home Economics, Agriculture and Driver Education.

TABLE 5.27

PUBLIC SCHOOL PUPIL/TEACHER RATIO, TEACHER TURNOVER RATE, AVERAGE SALARY, CERTIFICATION/LICENSURE STATUS AND EDUCATIONAL EXPERIENCE

NEW YORK STATE

1989-90

Category	New York City	Other "Big 5" Cities*	Rest of State	Total State
Pupil/Teacher Ratio	15.7	13.7	12.9	13.8
Teacher Turnover Rate (Fall '88 to Fall '89)	13 %	9 %	8 %	9 %
Average (Median) Classroom Teacher Salary	$39,893	$38,872	$38,389	$38,925
Classroom Teacher Certification /Licensure Status				
Permanent	63.9%	75.9%	81.0%	75.5%
Provisional	22.0	16.4	11.6	15.0
Other**	14.1	7.8	7.4	9.5
Classroom Teacher Average (Median) Years of Experience	14	17	17	16

* Buffalo, Rochester, Syracuse, and Yonkers.

** "Other" includes persons teaching more than 20 percent of their time in a subject for which they hold no certification or a Temporary License.

TABLE 5.28

SELECTED TEACHER CHARACTERISTICS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

1989-90

Location/Category	Percent Minority Composition of School					
	0-20%	21-40%	41-60%	61-80%	81-100%	Total
New York City						
Teacher Turnover Rate (Fall 1987 to Fall 1988)	9.0%	11.0%	11.0%	11.0%	13.0%	13.0%
Classroom Teacher Percent Not Certified/Licensed*	2.9%	5.0%	8.1%	10.5%	17.3%	14.2%
Classroom Teacher Percent With Master's Plus 30 Hours or Doctorate	59.6%	49.9%	55.6%	49.7%	40.2%	44.5%
Classroom Teacher Median Years of Experience	20	17	17	15	12	14
Other Big 5 Cities**						
Teacher Turnover Rate (Fall 1987 to Fall 1988)	5.0%	8.0%	8.0%	9.0%	8.0%	8.0%
Classroom Teacher Percent Not Certified/Licensed*	0.0%	5.5%	4.2%	7.7%	7.1%	6.0%
Classroom Teacher Percent With Master's Plus 30 Hours or Doctorate	5.0%	18.8%	22.6%	23.9%	16.9%	22.0%
Classroom Teacher Median Years of Experience	16	17	18	17	15	17
Rest of State						
Teacher Turnover Rate (Fall 1987 to Fall 1988)	7.0%	7.0%	8.0%	7.0%	10.0%	7.0%
Classroom Teacher Percent Not Certified/Licensed*	4.6%	5.5%	5.9%	7.4%	7.2%	4.9%
Classroom Teacher Percent With Master's Plus 30 Hours or Doctorate	21.6%	33.1%	35.9%	29.3%	27.6%	23.5%
Classroom Teacher Median Years of Experience	18	18	18	17	14	18
Total State						
Teacher Turnover Rate (Fall 1987 to Fall 1988)	7.0%	8.0%	9.0%	10.0%	13.0%	9.0%
Classroom Teacher Percent Not Certified/Licensed*	4.6%	5.4%	6.6%	9.2%	16.5%	8.0%
Classroom Teacher Percent With Master's Plus 30 Hours or Doctorate	22.2%	36.6%	42.7%	39.3%	39.0%	30.4%
Classroom Teacher Median Years of Experience	18	18	18	16	13	17

* Includes persons teaching more than 20 percent of their time in a subject for which they hold no certification or a Temporary License.

** Buffalo, Rochester, Syracuse, and Yonkers.

CHAPTER V: RESOURCES – *EQUIPMENT AND MATERIALS*

Computers and Other Learning Technologies

Over the last several years, public schools in New York State have expanded their acquisition and use of technology for instruction. Between 1985 and 1988, there was a 65 percent increase in the number of microcomputers owned by the public schools (from less than 90,000 to approximately 147,000, or from 23 per school to 37 per school).

This growth in technology has resulted in more access to microcomputers and more students using them regularly. In 1988, 66.0 percent of students used microcomputers on a regular basis, compared to only 41 percent in 1984. In 1985, there was one microcomputer for every 29 students; by 1988, the ratio was one for every 17 students. Figure 5.2 shows additional improvement in this statewide ratio between 1988 and 1989, to one microcomputer for every 15.4 students.

Despite this overall progress, the statewide ratio masks differences in the availability of microcomputers among types of districts. The ratio of students to microcomputer in Other City Districts was 13.0:1, and in Non-city Districts, it was 13.1:1. This contrasts sharply with the students-to-microcomputers ratio in New York City (21.3:1) and in the Other Big 5 cities (17.4:1). Figure 5.3 provides even further detail on the differences in the availability of microcomputers across public school districts.

The State's public schools continue to acquire video resources. For example, the number of videocassette recorders/players owned by public schools increased from 17,618 in 1987 to 22,568 in 1988. Figure 5.4 shows that the statewide average for number of students per video recorder/player in 1989 was 107.4. Again, there were differences by community type: public schools in the Big 5 cities had more students sharing videocassette recorders/players than the Other City and Non-city Districts. Regardless of these resource differences, teachers have been using video technology to enhance instruction. In 1988, approximately 40.7 percent of teachers used television, and 3.7 percent used video production technology, for instructional purposes.

Access to television programming among public schools also continues to grow. Statewide in 1989-90, public schools owned a television set for each 58.8 students. Almost nine out of ten schools statewide had public television reception; almost two-thirds of the public schools had cable television reception. By community type, the pattern of availability for television resources is somewhat different from that for microcomputers and videocassette recorders/players. The New York City schools had the lowest rate of availability; however, the percentage of Other Big 5 city districts which had both cable and public television was more comparable to the rates for schools outside the Big 5 cities than it was to New York City's rate (Figures 5.5, 5.6, and 5.7).

In addition to these resources, the BOCES have provided school districts with a range of technology-based services, including:

- Computer-managed or computer-assisted instructional services;
- Retrieval services that provide on-line access to information;
- Computer-based career guidance systems; and
- Computer management/data processing services for supporting student, financial, and personnel applications.

Differences in the acquisition of technology equipment between public and nonpublic schools can be discerned. In 1989-90, nonpublic schools had, on average, more students sharing microcomputers than public schools (18.1 nonpublic school students per microcomputer, compared to 15.4 public school students). Also, while nonpublic schools had a lower ratio of students to televisions than public schools (48.1 nonpublic school students per set, compared to 58.8 public school students), a significantly higher percentage of public schools had access to both public and cable television reception.

Despite the increases in access to technological resources in recent years, educational operations have remained relatively unchanged by the forces that have reshaped other parts of the economy engaged in the transfer of information. The education enterprise has remained extremely labor-intensive in an increasingly capital-intensive economy. Personnel costs (primarily for teachers) and the cost of buying and operating buildings constitute about three-quarters of all costs related to business activity associated with education.[1]

Education remains labor-intensive, in part, because learning is labor-intensive. It requires students' active participation, since their success or "productivity" is the ultimate measure of the system's quality. Education has remained labor-intensive, also, because virtually no capital equipment is used aside from buildings, desks, and blackboards.

New technologies make it possible to consider real improvements in the productivity of both teaching and learning. The new generation of technologies is qualitatively different from the film strips, television shows, and other techniques that have been used in limited ways to supplement instruction in the past.[2] These new technologies have the potential to transform the classroom. Using technology can help teachers tailor instruction to the learning styles, interests, and abilities of individuals, rather than attempting to force a comparatively homogeneous curriculum on a diverse population. Technology can also free teachers from routine work so that they can spend more time with individual students.

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[1] *Technology and the American Economy in Transition: Choices for the Future*, Congress of the United States, Office of Technology Assessment, Washington, D.C., OTA-TET-283, May 1988, p. 241.

[2] Ibid, p. 243.

Innovative uses of computers and other technologies can stimulate students by altering the way learning is done and opening up the classroom to the outside world. Computers can radically improve learning for students of all backgrounds and conditions, as many studies have shown. For example, in 1989, the Center for Technology in Education surveyed 600 public-school teachers (grades 4-12) selected for their accomplishments in using computers in their teaching. As many as 88 percent of the teachers said that computers had changed their teaching: They expected more of their students and could present more complex material; there were greater opportunities for individualization and for both independent and collaborative work. Perhaps most fundamentally, the computer had changed the roles of teachers and students: classrooms had become more student-centered, and teachers acted more as coaches and facilitators than as information dispensers.

The Center concluded from the survey data that:

> what teachers do with computers in their classrooms reflects how much experience they have had. Initial practices and approaches tend to be similar to familiar well-structured classroom technologies (e.g., the workbook), more focused on reinforcing directly what is already being taught or, for particular groups of students, providing special opportunities. These practices continue, but play a lesser role over time as teachers become more expert and comfortable at integrating the technology with teaching. Gradually, teachers are able to manage more expansive uses that differ from more familiar technologies, that afford richer learning opportunities for all students, and that may engender new approaches to the curriculum itself.[3]

The teachers surveyed used the computer as a multipurpose tool: for text processing, data analysis and information manipulation, games and simulations, communications, programming, and drill and practice. They viewed the computer as a learning tool for their students, and their main incentive for using the technology was that the computer promoted student achievement.

Teachers participating in the survey acknowledged that the barriers to integrating computers into the classroom have somewhat lessened over the years. Generally, teachers now know more about computers and show more interest in using the technology. However, significant barriers still exist: too few computers in the schools, and too little time in the schedule.

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[3] Sheingold, Karen and Hadley, Martha, *Accomplished Teachers: Integrating Computers into Classroom Practice*, published by the Center for Technology in Education at the Bank Street College of Education, September 1990, pp. 19-20.

State Education Department staff, in working with practitioners to develop the *Long-Range Plan for Technology in Elementary and Secondary Education in New York State*, identified eight impediments to the further adoption of learning technologies in New York State schools: 1) insufficient funding; 2) inadequate training and technical support; 3) lack of local involvement and commitment; 4) reluctance to use the technology on the part of teachers; 5) inequity in districts' fiscal capacities to purchase equipment; 6) incompatibility of hardware and software; 7) insufficient support for planning; and 8) concerns over the security and confidentiality of data. The quality of software available to schools is another concern often mentioned in the literature. Early efforts to develop educational software, in general, did not sufficiently stimulate student interest.

Library Books

School libraries are a critical component of quality instructional programs for all students. Libraries provide young people with opportunities to supplement the classroom textbook and to explore ideas, cultures, and phenomena that are not part of their daily lives. It is, therefore, important that school libraries are adequately supplied with books, periodicals, audio-visual materials, and reference publications. One measure of adequacy is the number of library books per student.

Across the State in 1989-90, public school libraries, on average, owned about 17 books for each student enrolled.[4] Schools located in the Big 5 cities had fewer library books per student than the statewide average. In fact, the number of books per student in New York City was only half the number for schools in Non-city Districts: 10.5 books, compared to 21.5 books. In contrast, nonpublic schools had, on average, 22.2 library books per student, a greater number than for public schools statewide or in any of the four community types (Figure 5.8).

While there is evidence that school districts are acquiring more microcomputers and other learning technologies, it is doubtful – given the statistics discussed in this chapter – that many schools have achieved a level of resources sufficient to educate young people for future work and citizenship in a high-technology and information-dependent global society. Although all schools could benefit from having more computers, more videocassette recorders/players, and more library books, the inequalities in the allocation of existing resources are a serious concern, especially when current resource distribution patterns are overlaid with the patterns of low performance, poverty and minority status existing in the State's public schools.

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[4] It is important to note that this statistic does not address the quality of a school's library resources in terms of the condition, relevance or recency of the collection.

FIGURE 5.2
RATIO OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS TO MICROCOMPUTER BY COMMUNITY TYPE
NEW YORK STATE
1989-90

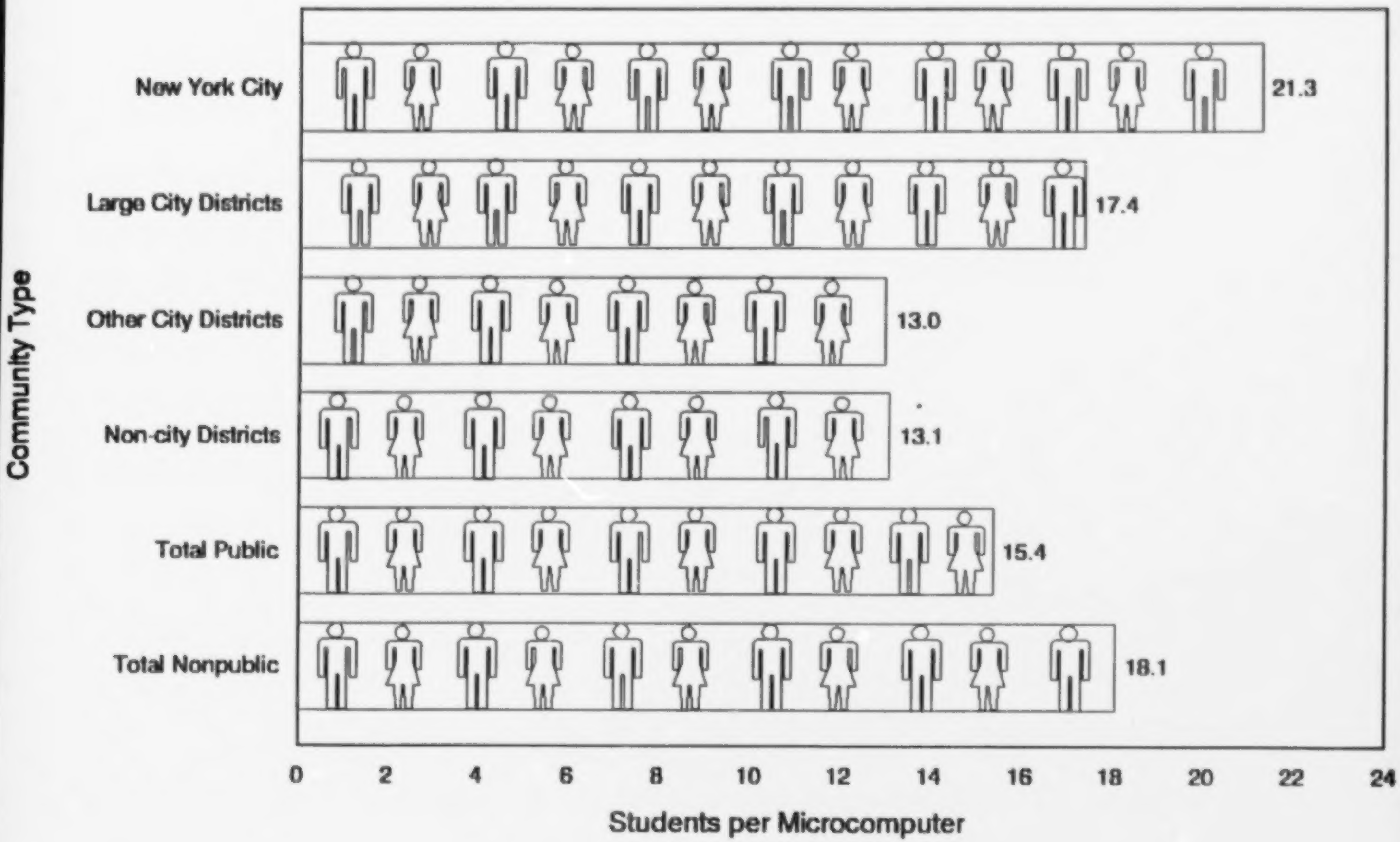

FIGURE 5.3
RATIO OF PUBLIC SCHOOL STUDENTS TO MICROCOMPUTERS
BY LOCATION OF SCHOOL DISTRICT
NEW YORK STATE
1989-90

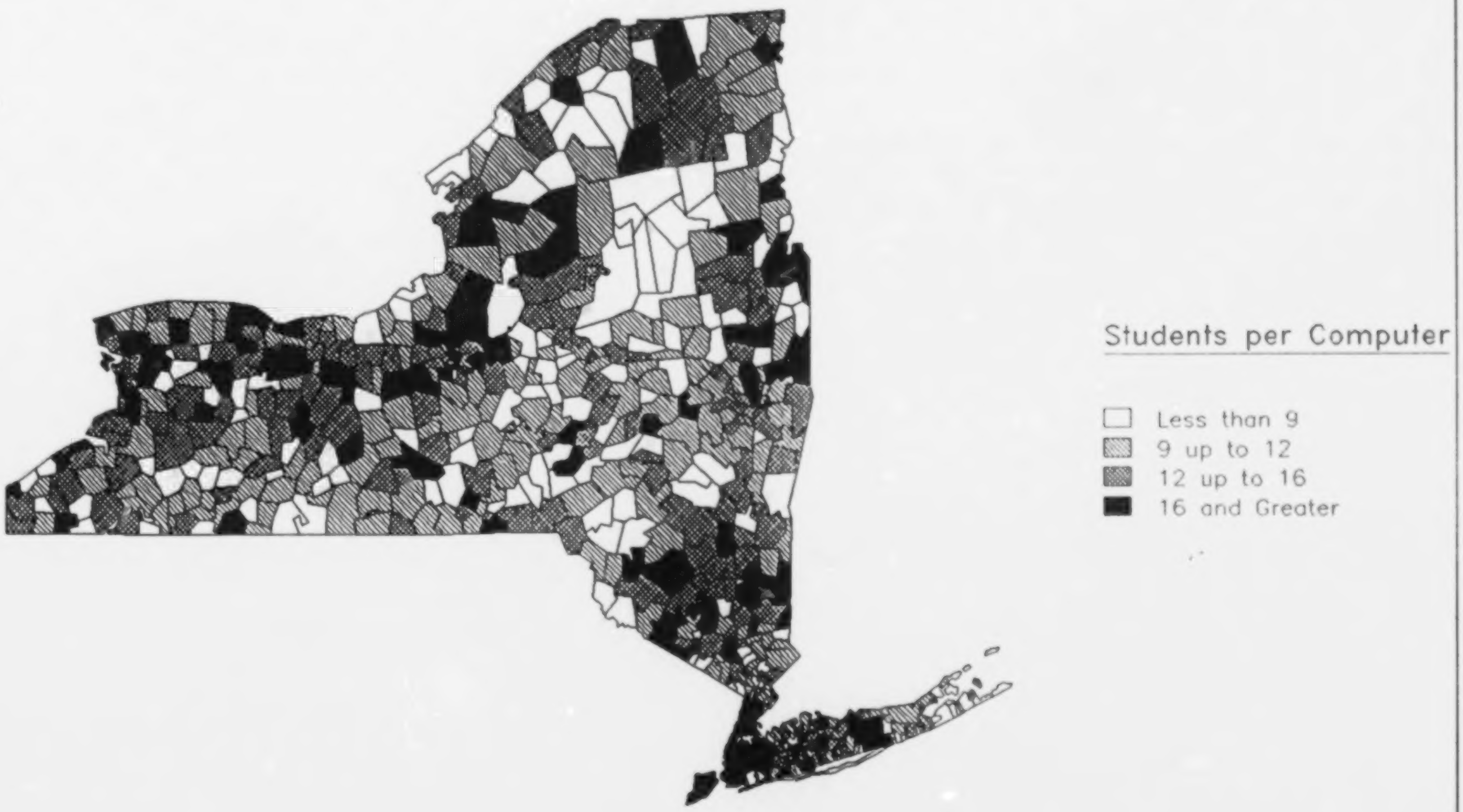
Students per Computer
☐ Less than 9
▨ 9 up to 12
▩ 12 up to 16
■ 16 and Greater

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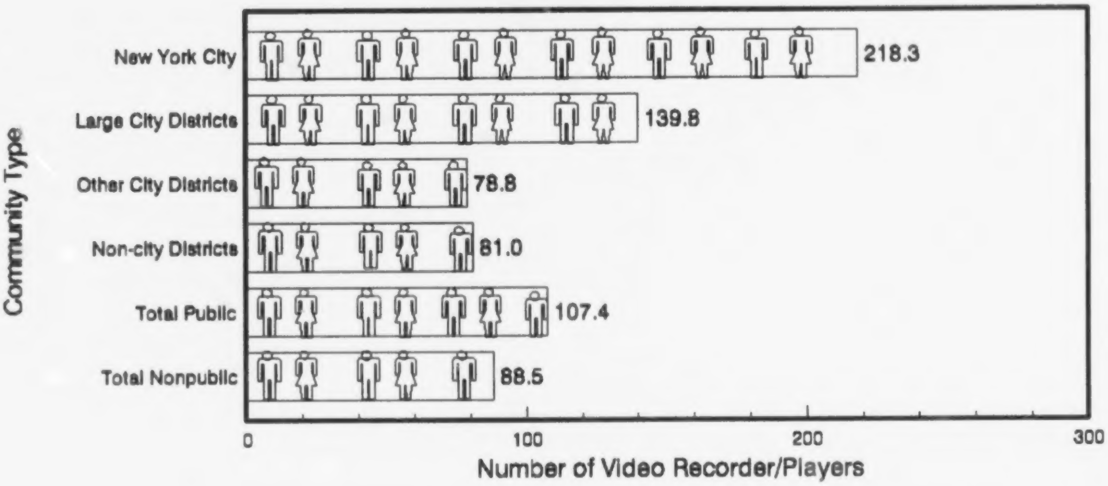
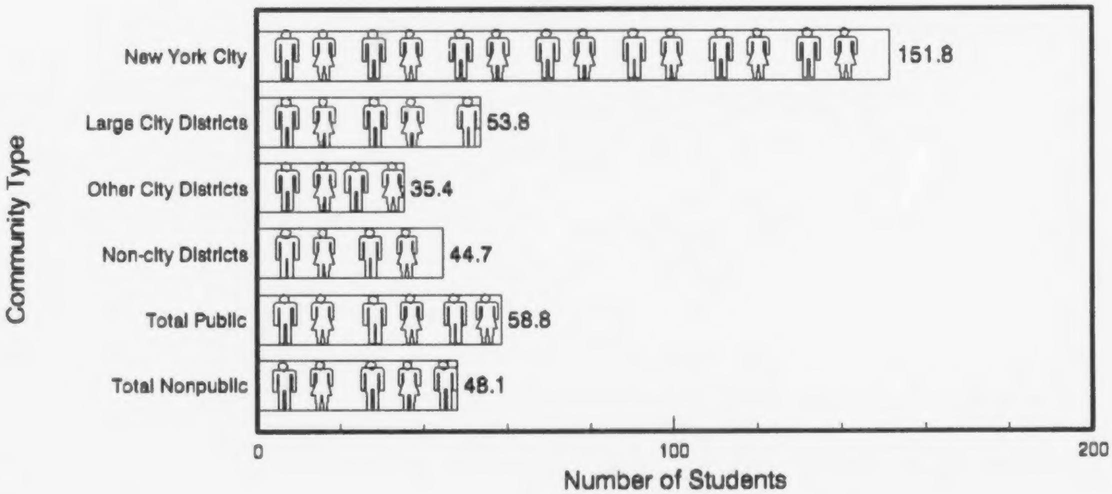
FIGURE 5.4
NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS PER VIDEO RECORDER/PLAYERS* BY COMMUNITY TYPE
NEW YORK STATE
1989-90



*Video recorders/players include 3/4" U-Matic Cassettes,1/2" VHS/BETA and Video Disk

FIGURE 5.5
NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS PER TELEVISION SETS* BY COMMUNITY TYPE
NEW YORK STATE
1989-90



*Television sets include black and white sets and color sets.

FIGURE 5.6
PERCENT OF PUBLIC AND NONPUBLIC SCHOOLS HAVING PUBLIC TELEVISION RECEPTION BY COMMUNITY TYPE
NEW YORK STATE
1989-90

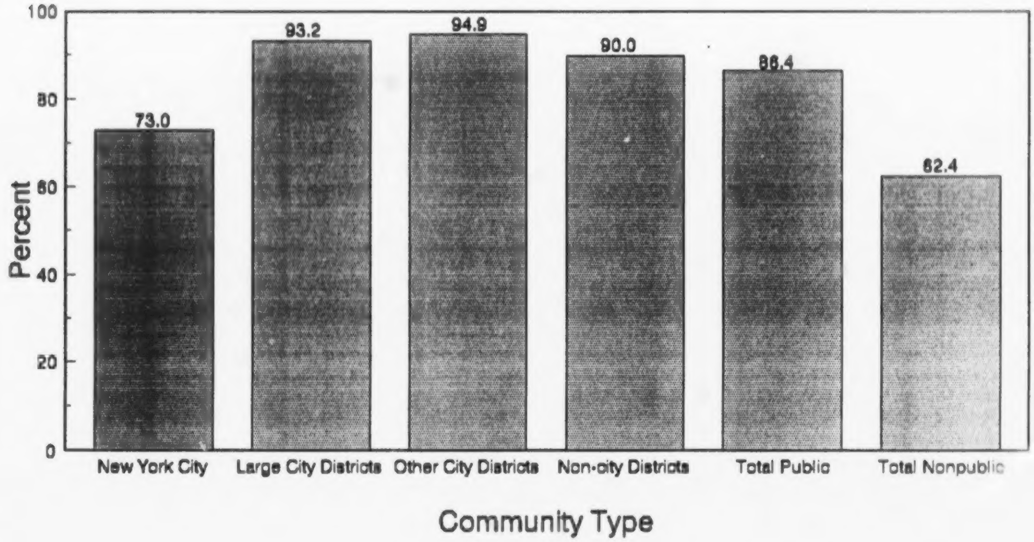


FIGURE 5.7
PERCENT OF PUBLIC AND NONPUBLIC SCHOOLS HAVING CABLE TELEVISION RECEPTION BY COMMUNITY TYPE
NEW YORK STATE
1989-90

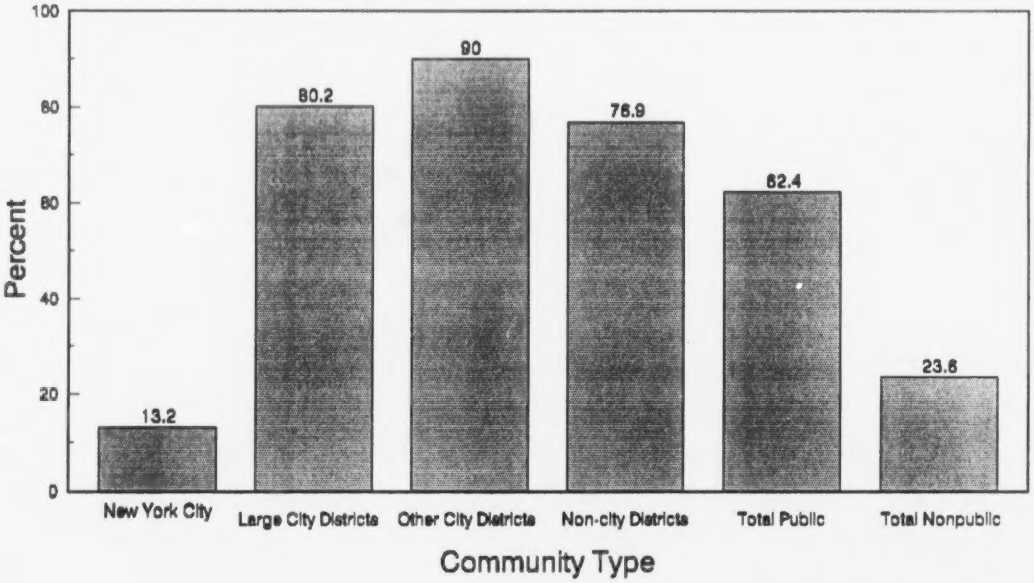


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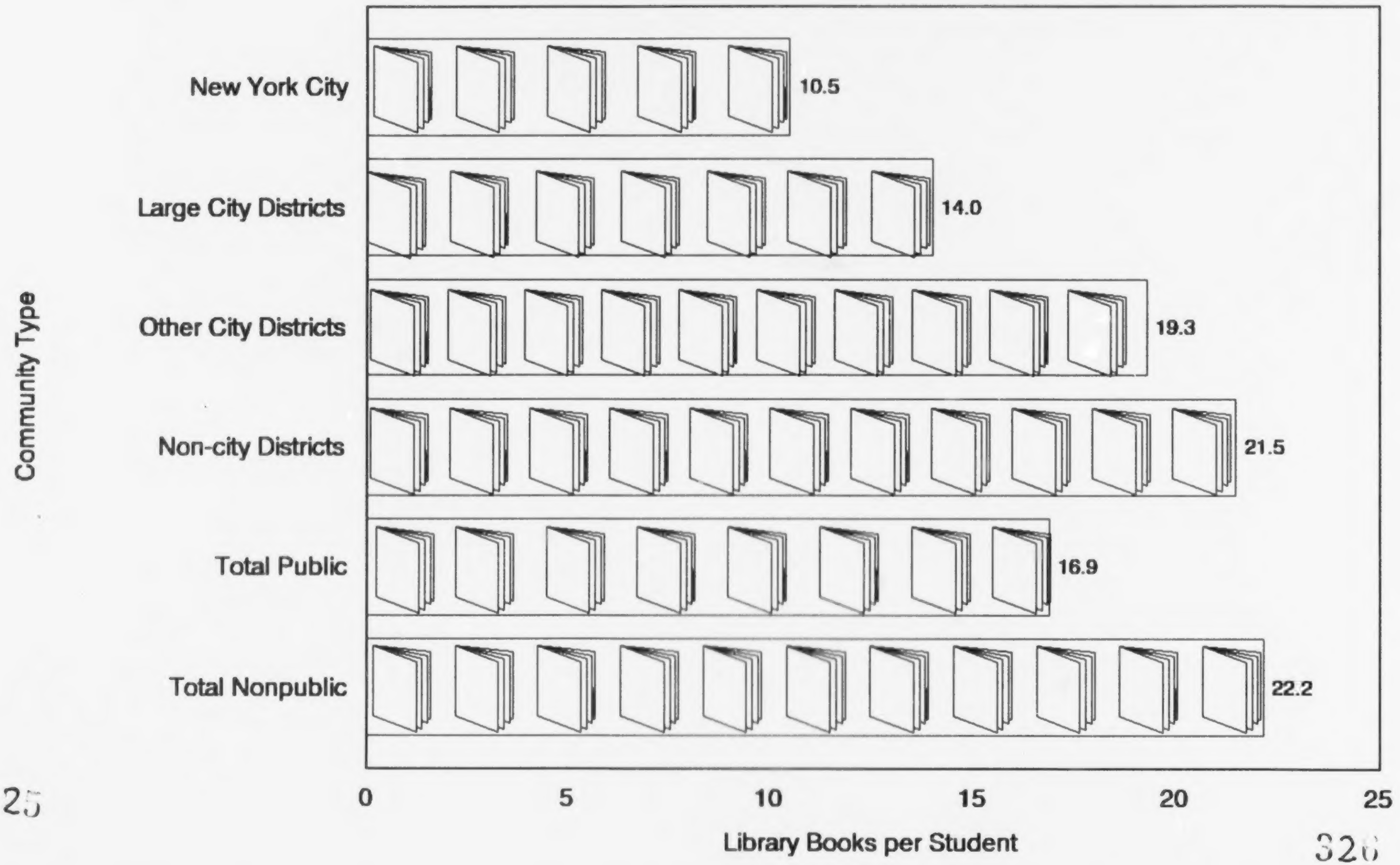
FIGURE 5.8
RATIO OF LIBRARY BOOKS TO PUBLIC AND NONPUBLIC SCHOOL STUDENT
NEW YORK STATE
1989-90



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CHAPTER VI: POSTSECONDARY EDUCATION AND EMPLOYMENT

Two major positive outcomes of elementary and secondary education are postsecondary education and employment. The quality of elementary and secondary education can, to some degree, be measured by the number of students who enroll in and complete postsecondary education programs and by the number of students who successfully compete in the job market.

Postsecondary Education

Over 965,600 United States citizens and resident aliens pursued degree-credit postsecondary education during 1989-90 in New York State, as reported by the colleges and universities in the fall of 1989. Some 250 institutions constitute the State's postsecondary education system. They are organized into four sectors: the State University of New York (SUNY), which enrolled more than a third (39.5 percent) of all students; the City University of New York (CUNY), which enrolled 19.4 percent; the 139 independent institutions (38.7 percent) and 27 degree-granting proprietary institutions (2.4 percent). Almost three-quarters of the State's postsecondary students (72.3 percent) attended four-year institutions; the remainder attended two-year institutions. Over 62 percent of degree-credit enrollment was reported to be full-time (Tables 6.1 and 6.2).

As Table 6.1 shows, one-quarter (25.4 percent) of all persons attending degree-granting postsecondary institutions full-time in the fall of 1989 (excluding nonresident aliens) identified themselves as members of minority groups.[1] Black students made up 11.3 percent of total enrollments, while Hispanic enrollment was reported at 8.3 percent. Approximately 5.8 percent of the total full-time postsecondary enrollment consisted of students from other minority groups. Among the four sectors, CUNY enrolled the highest percentage (66.3 percent) of full-time minority students in the 1989-90 academic year, followed by the proprietary sector (40.0 percent), independent institutions, (19.3 percent), and SUNY institutions (13.7 percent). The racial/ethnic composition of part-time enrollments showed similar patterns except for CUNY institutions (where minorities represented a larger percentage of part-time than full-time enrollments) and proprietary institutions (where minorities represented a smaller share of part-time than full-time enrollments).

In the fall of 1989, postsecondary institutions estimated that 17,038 students with disabilities were enrolled in higher education programs statewide, representing 1.7 percent of the total student enrollment for the four sectors.[2] Almost two-thirds (63.0 percent) of these students were enrolled in public institutions: 45.4 percent at SUNY campuses and 17.6 percent at CUNY institutions. Statewide, independent institutions enrolled 36.2 percent of the postsecondary students identified as having a disability. Students with learning disabilities represented about one-third (32.7 percent) of the total number of enrolled students with disabilities. Other groups comprising more than ten percent of all students with disabilities were students whose mobility was impaired (17.1 percent) and students with hearing disabilities (12.1 percent).

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[1] Includes both full-time and part-time enrollments. Data regarding racial/ethnic origins are not precise, since students are not required to report this information to the postsecondary institutions they attend.

An analysis of the trends in the enrollment of students with disabilities since fall 1981 indicates that the number of such students has increased by approximately 7,500; their share of the total degree-credit enrollment has increased from 1.1 percent in 1981 to 1.7 percent in 1989. This statewide increase has been generated by increases in the actual number of students with disabilities enrolled in all four sectors (Tables 6.4 and 6.5).

Table 6.6 shows trends in the college-going rate of New York State high school graduates.[3] Based upon the data, 77.9 percent of State seniors graduating in 1989 intended to pursue some form of postsecondary education, compared to 67.3 percent in 1975. Increases in the percentage of high school graduates planning to attend a four-year institution accounted for most of the change. The percentage of graduates who planned to pursue their education at two-year institutions has remained almost constant during this period.

There were differences in the college-going rates between public and nonpublic school graduates. Overall, a greater percentage of nonpublic school graduates intended to enroll in a postsecondary institution – 89.8 percent, compared to 75.8 percent of public school graduates. Most of the difference in the overall college-going rates can be explained by the difference in the rates for four-year institutions. Among 1989 nonpublic school graduates, 69.8 percent planned to attend a four-year institution in the fall, while 43.9 percent of the 1989 public school graduates had similar plans.

By community type, the college-going rate among the public school class of 1989, as demonstrated by Table 6.7, was greatest for students attending high schools in New York City (79.8 percent) and Non-city Districts (75.6 percent). The lowest college-going rate was recorded for students enrolled in Large City Districts (67.4 percent).

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[2] These data should be used with caution. It was necessary for some institutions to provide estimated data, and many institutions provided only a count of students who identified themselves to the institution as having a disability requiring some special consideration or assistance.

[3] Refers to high school seniors who intend to enroll in four-year and two-year postsecondary institutions as well as other postsecondary education programs. While these are data concerning plans rather than actual behavior, a Department validation study demonstrated that the data are quite reliable.

In the major urban areas of New York City and the Large City Districts, the higher the minority composition of the public high schools, the less likely it was that students planned to attend a four-year postsecondary institution. The percentage of graduates from these schools planning to attend either a two-year institution or another postsecondary program remained relatively stable across differences in minority composition of public high schools. Only 3.2 percent of students enrolled in New York City schools where minority students comprised 20 percent or less of the enrollment planned on attending either a two-year institution or some other postsecondary program. The overwhelming majority (76.6 percent) of students at these schools planned to enroll in four-year colleges.

The distribution of first-time freshman enrollments between males and females among degree-granting postsecondary institutions has remained quite consistent during the period from fall 1982 to fall 1989, as shown in Table 6.8. At the beginning of the period, males comprised 46.1 percent of the first-time freshmen and females 53.9 percent, compared with 45.5 percent male and 54.5 percent female enrollment in the fall of 1989. Differences in the gender representation were greatest among proprietary institutions where, in 1989, males represented 29.9 percent of the first-time freshman enrollments and females 70.1 percent. CUNY institutions also had a gender difference somewhat greater than the other two sectors; males comprised 41.7 percent of CUNY enrollment and females, 58.3 percent.

First-time freshman enrollments at SUNY institutions have increased in all minority categories between fall 1982 and fall 1989. In the fall of 1982, minority students represented 10.3 percent of first-time freshman enrollment; in the fall of 1989, they were 14.0 percent. CUNY institutions in the fall of 1989 enrolled approximately 20,400 first-time freshmen who belong to minority groups (71.8 percent of all first-time freshmen). Blacks accounted for almost one-third (32.7 percent) and Hispanics more than one quarter (29.4 percent) of the total first-time freshman enrollments for CUNY. At independent institutions, minority students accounted for 21.7 percent of the first-time freshman enrollments in the fall of 1989. The percentage of Blacks dropped slightly, while Hispanic and other minority enrollments have continued to increase compared to similar statistics for the fall of 1982. At proprietary institutions, first-time freshman enrollments increased from 39.1 percent minority in 1982 to slightly over 52 percent in 1989. The greatest enrollment increases have occurred for Hispanic and other minority students (Table 6.8).

This information on the distribution of minority students by sector should be interpreted with caution. First, the data are voluntarily self-reported; and second, since many postsecondary institutions draw their students from local communities and regions, the racial/ethnic composition of their student bodies may, in large part, reflect the demographics of the local population.

During 1988-89, the State's postsecondary institutions awarded 169,006 degrees. Overall, between 1980-81 and 1988-89, the percentage of Hispanics and other minorities receiving degrees has increased at all levels of postsecondary education. For Blacks, the pattern was somewhat different. A higher percentage of Blacks received associate, bachelor's and first-professional degrees in 1988-89 compared to 1980-81, yet lower percentages received master's and doctoral degrees. As the degree level becomes more advanced (from associate through doctoral degrees), the percentages of Blacks and Hispanics receiving degrees decrease. For example, in 1988-89, Blacks received 11.8 percent of the associate degrees awarded, 8.2 percent of the bachelor's degrees, 5.7 percent of the master's degrees, and only 3.3 percent of the doctorates awarded. For Hispanics, the comparable statistics were: 7.4 percent of the associate degrees awarded, 4.6 percent of the bachelor's degrees, 3.7 percent of the master's degrees, and 3.4 percent of the doctorates. Blacks and Hispanics together represented only 8.7 percent of those receiving first-professional degrees during the 1988-89 academic year. The percentage of other minorities receiving progressively advanced degrees follows an opposite pattern; these students received a greater share of the degrees awarded as the level of the degree advanced.

In 1988-89, females received more than six out of ten associate degrees, but fewer than five out of ten doctorates. Females received only four of every ten first-professional degrees (Tables 6.9 through 6.13).

Education and Employment

The nation's future welfare requires that we maintain our economic competitiveness by having a literate work force equipped to participate in a rapidly changing economy characterized by technological advances, global competition, and needs for community and infrastructure renewal. Since the State Education Department does not collect data on employment of young people after they leave school or college, this section reports on data from other sources.

Young People and the Labor Force

The transition from adolescent dependence to economic self-sufficiency through employment is more problematic and prolonged for youth now than for any generation since the Great Depression.[4] During 1988, the nationwide jobless rate for 16- to 24-year-olds averaged 2.6 times that for workers 25 years old or older. Young men working full time received weekly earnings which were only 54 percent of the earnings of men over the age of 25 years.

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[4] The major source for this discussion of youth participation in the nation's work force is the report by James R. Wetzel entitled *American Youth: A Statistical Snapshot* published by Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, Washington, D.C., August 1989.

Table 6.14 shows the 1988 labor force participation rates for 16- to 24-year-olds. Almost 70 percent were employed or looking for work, although Whites were more likely to be in the labor force than minorities (the labor force participation rate for Whites was 71 percent, for Hispanics 65.3 percent, and for Blacks 56.8 percent). For young people who were enrolled in high school or postsecondary education, labor force participation rates were significantly lower than for their nonstudent peers.

Approximately 20 million young people were working either full- or part-time during 1988: 60.8 percent of the civilian population between the ages of 16 and 24. Young males were somewhat more likely to be employed than females (64.1 percent, compared to 57.6 percent). Whites were somewhat more likely to be employed than Hispanics (64.4 percent employment rate for Whites, compared to 56.9 percent for Hispanics), and both groups were significantly more likely to be employed than young Blacks: 43.2 percent of all civilian Black youth were working (Table 6.15).

Another measure of the progress toward adult economic self-sufficiency is the unemployment rate of youth 16 to 24 years old.[5] Table 6.16 shows that during 1988, the unemployment rate for 20- to 24-year-olds was 8.7 percent, and for 16- to 19-year-olds, 15.3 percent. For both age groups, Blacks were most likely to be unemployed, followed by Hispanics and Whites. Among all youth, 16- to 19-year-olds who were not enrolled in school – those who tend to be high school noncompleters – experienced the highest unemployment rate (16.6 percent). Within this younger group, Whites had an unemployment rate of 14.2 percent, Hispanics 21.3 percent, and Blacks 33.6 percent.

The U.S. Bureau of Labor Statistics reports that in 1988 the overall unemployment rate for 16- to 19-year-olds living in New York State (11.8 percent) was somewhat lower than that for the nation as a whole (15.3 percent). According to Table 6.17, this difference appears to hold true across racial/ethnic groups. Table 6.17 also provides updated youth unemployment statistics for New York State. Between 1988 and 1989, there has been a small increase in the unemployment rates among both 16- to 19-year-olds and those 20 and older.

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[5] Unemployment rates are calculated on the basis of the labor force participation rates, not the total civilian population. In other words, the percent unemployed is the number of those unemployed and looking for work divided by the total labor force participants (which is the sum of the employed and those looking for work). Excluded from this statistic are those who are unemployed and not currently looking for work.

Holding a job does not guarantee economic self-sufficiency, since many workers are employed part time or for minimum wage. In 1987, approximately two-thirds of all 15- to 19-year-olds worked for pay, earning an average income of approximately $3,000. More than 90 percent of older youth (20 to 24 years old) were paid workers, and their average income was approximately three times greater. White youth were most likely to earn an income and had higher average earnings than either Blacks or Hispanics, except among 15- to 19-year-old males (Table 6.18).

Labor-Market Consequences of Dropping Out

The economic value of a high school diploma compared to the long-term financial costs of dropping out is well documented. The labor market opportunities for dropouts are poor. Dropouts generally have higher unemployment rates, are less likely to be seeking work, and are more likely to work at low-paying jobs with poor working conditions than their high school graduate counterparts.[6]

Nationwide, among 16- to 24-year-olds, high school dropouts had an unemployment rate of 20 percent in 1988 – twice the unemployment rate for high school graduates and five times the rate for those having completed four or more years of college. The unemployment rate for young Black dropouts was highest at 37.4 percent, more than twice the rates for Hispanic and White dropouts, which were only marginally different at 16.6 percent and 17.3 percent, respectively (Table 6.19). Large proportions of dropouts did not even seek work. In October 1985, only 68 percent of young dropouts (16-to-24-years-olds) were either employed or looking for work, in contrast to 87 percent of high school graduates not enrolled in postsecondary education.

Larger percentages of male dropouts than high school graduates who were employed in October 1985 worked in less skilled jobs such as machine operators, fabricators, and laborers. On the other hand, a higher proportion of male graduates (20 percent compared to 8 percent for dropouts) were in technical, sales, and administrative support occupations. The National Longitudinal Surveys of Labor Market Experience, published in 1980, reported that dropouts also had less desirable jobs. High school graduates were more likely to hold jobs with varied tasks, to have opportunities for independence, and to believe their jobs were important.

Employment Opportunities for Persons with Disabilities

A number of national studies have measured the gap between employment trends in the general labor force and those among persons with disabilities. All studies point to the same conclusion: persons with disabilities do not have equal opportunities to obtain employment. The 1988 *Current Population Survey* shows that more than 13 million Americans between 16 and 64 years old who are not residing in institutions report a disability which limits the amount or kind of work they can do or prevents them from working altogether. This group represents 8.6 percent of all Americans of working age. Of those who reported a work disability, only 32 percent were participating in the labor force. The remaining 68 percent reported that their disability prevented them from working or looking for work.[7]

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[6] A major source for this discussion is the U.S. General Accounting Office Briefing Report to Congressional Requesters, *School Dropouts: The Extent and Nature of the Problem*, GAO/HRD-86-106BR, Washington, D.C., June 1986, pp. 22-29.

Of the nation's noninstitutionalized youth population (16 to 24 years old), about one of every 25 reports some type of disability limiting the capacity to work, and 17 out of every 1,000 young people have a disability that severely limits some types of work activity. As a group, young males report a higher rate of work disability than do females (Table 6.20).

According to 1980 Census data, New York State has the second largest population of persons with disabilities among all states. As a group, the State's population with disabilities are less likely to participate in the labor force than are persons with disabilities nationwide. They are more likely to be female and from minority groups. Minority persons with disabilities in New York State are less likely to participate in the labor force than disabled minority persons nationwide.[8]

Besides the actual limitations to employment imposed by some disabling conditions, substantial systemic barriers contribute to low labor-force participation by persons with disabilities. According to a 1986 study conducted for the International Center for the Disabled, major systemic reasons why persons with disabilities do not work were identified as the lack of: a) employer recognition of the capabilities of persons with disabilities; b) accessible or affordable transportation; c) adaptive devices and workplace accommodations; d) appropriate jobs in their line of work; and e) benefits, including insurance (or the threat of loss of such benefits). In addition, persons with disabilities also experience the employment obstacles that nondisabled persons do, such as family obligations and lack of adequate education or marketable skills.[9]

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[7] U.S. Bureau of Census, *Labor Force Status and Other Characteristics of Persons with a Work Disability: 1891 to 1988*, July, 1989.

[8] Frank Bowe, *U.S. Census and Disabled Adults: The 50 States and the District of Columbia*, (Arkansas Rehabilitation Research and Training Center), 1984.

[9] Louis Harris and Associates, Inc., *The ICD Survey of Disabled Americans: Bringing Americans Into the Mainstream*, 1986.

TABLE 6.1

FULL-TIME DEGREE-CREDIT ENROLLMENT* BY RACIAL/ETHNIC GROUP, SECTOR AND LEVEL

NEW YORK STATE

FALL 1989

Sector/Level	Total	Black	Hispanic	Other Minority**	White
State University					
Four-year or more	134,909	6.9%	3.9%	4.8%	84.4%
Two-year	94,619	6.4	2.9	1.6	89.1
Total	229,528	6.7	3.5	3.5	86.3
City University					
Four-year or more	65,566	27.5%	20.5%	12.5%	39.5%
Two-year	31,572	32.9	37.0	8.2	21.9
Total	97,138	29.3	25.9	11.1	33.7
Independent					
Four-year or more	248,825	7.9%	5.7%	5.8%	80.6%
Two-year	6,173	8.1	2.1	1.7	88.1
Total	254,998	7.9	5.6	5.8	80.7
Proprietary					
Four-year or more	2,294	5.3%	5.0%	5.9%	83.8%
Two-year	15,686	23.5	15.3	5.0	56.2
Total	17,980	21.0	13.9	5.1	60.0
All Students					
Four-year or more	451,594	10.5 %	7.3 %	6.5 %	75.7 %
Two-year	148,050	13.9	11.4	3.4	71.3
Total	599,644	11.3	8.3	5.8	74.6

*Excludes students classified as Nonresident Alien.

**Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 6.2

PART-TIME DEGREE-CREDIT ENROLLMENT* BY RACIAL/ETHNIC GROUP, SECTOR AND LEVEL

NEW YORK STATE

FALL 1989

Sector/Level	Total	Black	Hispanic	Other Minority**	White
State University					
Four-year or more	63,510	7.0%	3.4%	2.8%	86.8%
Two-year	88,147	5.7	2.3	1.7	90.3
Total	151,657	6.2	2.8	2.1	88.9
City University					
Four-year or more	64,231	29.9%	15.4%	6.6%	48.1%
Two-year	25,687	33.0	20.1	5.9	41.0
Total	89,918	30.8	16.8	6.4	46.0
Independent					
Four-year or more	116,144	7.8%	4.2%	3.6%	84.4%
Two-year	2,640	16.5	1.9	2.6	79.0
Total	118,784	8.0	4.1	3.6	84.3
Proprietary					
Four-year or more	2,825	4.7%	2.8%	2.8%	89.7%
Two-year	2,795	18.0	10.0	10.7	61.3
Total	5,620	10.9	6.1	6.4	76.6
All Students					
Four-year or more	246,710	13.2%	6.8%	4.2%	75.8%
Two-year	119,269	12.1	6.3	2.8	78.8
Total	365,979	12.8	6.7	3.7	76.8

*Excludes students classified as Nonresident Alien.

**Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 6.3

DEGREE-CREDIT ENROLLMENT* BY RACIAL/ETHNIC GROUP, SECTOR AND LEVEL

NEW YORK STATE

FALL 1989

Sector/Level	Total	Black	Hispanic	Other Minority**	White
State University					
Four-year or more	198,419	6.9%	3.8%	4.2%	85.1%
Two-year	182,766	6.0	2.6	1.7	89.7
Total	381,185	6.5	3.2	3.0	87.3
City University					
Four-year or more	129,797	28.6%	18.1%	9.7%	43.6%
Two-year	57,259	33.0	29.4	7.2	30.4
Total	187,056	30.0	21.6	8.9	39.5
Independent					
Four-year or more	364,969	7.8%	5.2%	5.2%	81.8%
Two-year	8,813	10.6	1.7	2.3	85.4
Total	373,782	7.9	5.2	5.1	81.8
Proprietary					
Four-year or more	5,119	5.0%	3.7%	4.2%	87.1%
Two-year	18,481	22.7	14.6	5.8	56.9
Total	23,600	18.6	12.0	5.4	64.0
All Students					
Four-year or more	698,304	11.4%	7.2%	5.7%	75.7%
Two-year	267,319	13.1	9.1	3.1	74.7
Total	965,623	11.9	7.7	5.0	75.4

*Includes both full-time and part-time students. Excludes students classified as Nonresident Alien.

**Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 6.4

ENROLLMENT OF STUDENTS WITH DISABILITIES IN INSTITUTIONS OF HIGHER EDUCATION BY SECTOR AND TYPE OF DISABILITY

NEW YORK STATE

FALL 1981 TO FALL 1989

Sector/Year	Type of Disability							Total Degree-Credit Enrollment	Percent Disabled of Total Enrollment
	Mobility Impaired	Visually Impaired	Acoustically Impaired	Multiple Impairment	Learning Disabled	Other	Total		
State University of New York									
Fall 1981	1,118	523	342	2	NA	2,346	4,331	379,741	1.1%
Fall 1983	1,234	597	468	205	NA	2,125	4,629	379,814	1.2
Fall 1985	1,299	620	540	290	784	1,967	5,500	364,486	1.5
Fall 1987	1,373	605	493	407	1,694	1,988	6,560	369,318	1.8
Fall 1989	1,371	554	472	355	2,717	2,267	7,736	389,354	2.0
City University of New York									
Fall 1981	453	143	89	33	NA	886	1,604	173,230	0.9
Fall 1983	460	154	107	109	NA	860	1,690	181,835	0.9
Fall 1985	421	169	136	96	360	928	2,110	181,597	1.2
Fall 1987	620	176	236	284	533	746	2,595	182,615	1.4
Fall 1989	674	188	181	176	754	1,019	2,992	194,724	1.5
Independent									
Fall 1981	1,009	365	1,164	208	NA	825	3,571	412,171	0.9
Fall 1983	857	413	1,477	222	NA	635	3,604	407,609	0.9
Fall 1985	845	484	1,501	229	1,142	788	4,989	402,721	1.2
Fall 1987	898	491	1,525	281	1,319	884	5,398	391,650	1.4
Fall 1989	834	496	1,403	280	2,043	1,112	6,168	395,138	1.6
Proprietary									
Fall 1981	20	3	13	1	NA	2	39	25,139	0.2
Fall 1983	9	7	11	0	NA	9	36	29,917	0.1
Fall 1985	22	13	9	1	10	7	62	29,078	0.2
Fall 1987	37	18	18	0	7	24	104	25,887	0.4
Fall 1989	26	7	7	1	66	35	142	24,150	0.6
Total State									
Fall 1981	2,600	1,034	1,608	244	NA	4,059	9,545	990,281	1.0
Fall 1983	2,560	1,171	2,063	536	NA	3,629	9,959	999,175	1.0
Fall 1985	2,587	1,286	2,186	616	2,296	3,690	12,661	977,882	1.3
Fall 1987	2,928	1,290	2,272	972	3,553	3,642	14,657	969,470	1.5
Fall 1989	2,905	1,245	2,063	812	5,580	4,433	17,038	1,003,366	1.7

NOTE: The enrollment of impaired students data should be used with caution. It was necessary for some institutions to provide estimated data and many institutions provided only a count of students who identified themselves to the institution as having a disability requiring some special consideration or assistance.

TABLE 6.5
ENROLLMENT OF STUDENTS WITH DISABILITIES BY INSTITUTIONAL CLASSIFICATION AND TYPE OF DISABILITY
NEW YORK STATE
FALL 1989

Institutional Classification	Type of Disability						
	Mobility Impaired	Visually Impaired	Acoustically Impaired	Multiple Impairment	Learning Disabled	Other	Total
TOTAL STATE	2,905	1,245	2,063	812	5,580	4,433	17,038
TOTAL PUBLIC	2,045	742	653	531	3,471	3,286	10,728
TOTAL SUNY	1,371	554	472	355	2,717	2,267	7,736
University centers	187	38	23	4	146	122	520
University colleges	147	73	64	13	410	167	874
Health sciences centers	4	3	--	--	3	1	11
Specialized colleges	16	7	19	3	12	16	73
Statutory colleges	10	5	13	2	31	5	66
Agricultural--technical	163	98	72	43	494	420	1,290
Community colleges	844	330	281	290	1,621	1,536	4,902
Four-year or more	441	148	144	40	849	607	2,229
Two-year	930	406	328	315	1,868	1,660	5,507
TOTAL CUNY	674	188	181	176	754	1,019	2,992
Graduate centers	7	6	6	4	9	15	47
Senior colleges	483	147	112	98	400	548	1,788
Community colleges	184	35	63	74	345	456	1,157
Four-year or more	490	153	118	102	409	563	1,835
Two-year	184	35	63	74	345	456	1,157
TOTAL INDEPENDENT	834	496	1,403	280	2,043	1,112	6,168
Four-year or more	808	484	1,382	275	1,937	972	5,858
Multiversities	378	218	135	193	504	485	1,913
Universities	187	74	37	43	278	135	754
College complexes	67	94	44	12	427	161	805
Colleges	125	50	29	24	390	107	725
Specialized colleges	12	14	5	1	30	1	63
Health sciences centers	8	17	1	--	--	8	34
Engineering--technical	27	15	1,130	2	296	74	1,544
Seminaries	4	2	1	--	12	1	20
Two-year	26	12	21	5	106	140	310
Nursing	2	--	--	--	--	--	2
Other two-year	24	12	21	5	106	140	308
TOTAL PROPRIETARY	26	7	7	1	66	35	142
Four-year or more	1	--	1	--	20	--	22
Two-year	25	7	6	1	46	35	120
TOTAL FOUR- YEAR OR MORE	1,740	785	1,645	417	3,215	2,142	9,944
TOTAL TWO-YEAR	1,165	460	418	395	2,365	2,291	7,094

NOTE: Data on enrollment of students with disabilities should be used with caution. It was necessary for some institutions to provide estimated data and many institutions provided only a count of students who identified themselves to the institution as having a disability requiring some special consideration or assistance.

TABLE 6.6
TRENDS IN COLLEGE-GOING RATE NEW YORK STATE 1975 TO 1989

Category	Entering Postsecondary Education in the Fall of					
	1975	1980	1986	1987	1988	1989
Percent of Public High School Graduates Entering						
Degree-Granting Institutions						
4-year	35.3%	37.8%	42.2%	42.6%	44.4%	43.9%
2-year	25.2	24.7	25.4	26.3	27.3	28.9
Total	60.5	62.5	67.6	68.9	71.7	72.8
Other Postsecondary	3.9	3.8	3.8	3.5	3.1	3.0
Total Postsecondary	64.4%	66.3%	71.4%	72.4%	74.8%	75.8%
Percent of Nonpublic High School Graduates Entering						
Degree-Granting Institutions						
4-year	57.1%	64.7%	68.2%	68.8%	68.6%	69.8%
2-year	21.1	16.2	14.7	15.1	14.9	14.7
Total	78.2	80.9	82.9	83.9	83.5	84.5
Other Postsecondary	5.8	5.6	5.1	4.8	5.7	5.3
Total Postsecondary	84.0%	86.5%	88.0%	88.7%	89.2%	89.8%
Percent of Public and Nonpublic High School Graduates Entering						
Degree-Granting Institutions						
4-year	38.6%	41.3%	46.3%	46.7%	48.2%	47.9%
2-year	24.6	23.6	23.7	24.5	25.4	26.7
Total	63.2	64.9	70.0	71.2	73.6	74.6
Other Postsecondary	4.1	4.1	4.0	3.7	3.5	3.3
Total Postsecondary	67.3%	69.0%	74.0%	74.9%	77.1%	77.9%

TABLE 6.7

COLLEGE-GOING RATE OF PUBLIC HIGH SCHOOL GRADUATES BY COMMUNITY TYPE AND MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE
1988-89

Community Type/ Minority Composition of School	Percent to 4-Year College	Percent to 2-Year College	Percent to Other Post-secondary
New York City			
0 - 20 Percent	76.6%	2.6%	2.2%
21 - 40 Percent	52.7	18.6	6.7
41 - 60 Percent	63.8	20.9	2.6
61 - 80 Percent	55.1	24.8	4.6
81 -100 Percent	49.5	23.4	3.5
Total	54.2 %	22.1 %	3.5 %
Large City Districts			
0 - 20 Percent	--	--	--
21 - 40 Percent	39.6%	29.8%	6.5%
41 - 60 Percent	42.9	25.2	3.4
61 - 80 Percent	32.7	24.1	3.0
81 -100 Percent	30.0	22.9	2.1
Total	38.5%	25.3%	3.6%
Other City Districts			
0 - 20 Percent	32.6%	35.4 %	2.3 %
21 - 40 Percent	28.9	32.9	2.8
41 - 60 Percent	47.6	22.7	2.7
61 - 80 Percent	33.5	29.3	4.3
81 -100 Percent	36.2	15.8	7.1
Total	33.4%	33.0%	2.6%
Non-city Districts			
0 - 20 Percent	41.4%	31.6%	2.6%
21 - 40 Percent	49.2	25.8	3.1
41 - 60 Percent	37.2	11.4	1.7
61 - 80 Percent	41.2	22.7	4.4
81 -100 Percent	40.5	20.6	3.5
Total	41.9 %	31.0%	2.7%
Total State			
0 - 20 Percent	40.8%	31.7%	2.6%
21 - 40 Percent	43.4	27.1	3.7
41 - 60 Percent	55.9	23.1	3.0
61 - 80 Percent	48.5	24.5	4.3
81 -100 Percent	48.6	23.1	3.6
Total	43.9%	28.9%	3.0%

Minority Composition = Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students divided by total enrollment.

TABLE 6.8

ENROLLMENT OF FIRST-TIME FRESHMEN* IN NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

FALL 1982, 1984, 1986 and 1989

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
Fall 1982	77,177	5.7%	2.5%	2.1%	89.7%	48.3%	51.7%
Fall 1984	73,810	7.0	2.9	2.3	87.8	47.9	52.1
Fall 1986	71,793	5.6	2.5	2.3	89.6	46.9	53.1
Fall 1989	73,043	7.1	4.0	2.9	86.0	47.3	52.7
City University of New York							
Fall 1982	31,469	NOT AVAILABLE				42.8	57.2
Fall 1984	28,699					42.0	58.0
Fall 1986	26,159					41.9	58.1
Fall 1989	28,427	32.7	29.4	9.7	28.2	41.7	58.3
Independent							
Fall 1982	55,037	10.7	5.4	3.5	80.4	49.5	50.5
Fall 1984	56,513	9.8	5.2	3.7	81.3	48.7	51.3
Fall 1986	54,502	8.7	6.2	4.4	80.7	48.2	51.8
Fall 1989	54,303	8.9	7.0	5.8	78.3	47.6	52.4
Proprietary							
Fall 1982	10,599	25.4	12.0	1.7	60.9	22.9	77.1
Fall 1984	10,887	26.5	11.6	1.4	60.5	28.3	71.7
Fall 1986	8,724	25.0	12.3	2.1	60.6	23.9	76.1
Fall 1989	8,213	25.9	18.6	7.7	47.8	29.9	70.1
Total							
Fall 1982	174,282	NOT AVAILABLE				46.1	53.9
Fall 1984	169,909					45.9	54.1
Fall 1986	161,178					45.3	54.7
Fall 1989	163,986	13.0	10.0	5.3	71.7	45.5	54.5

* Includes both full-time and part-time students.

** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 6.9

ASSOCIATE DEGREES CONFERRED* BY NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1980-81, 1984-85 and 1988-89

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
1980-81	30,658	3.1 %	1.1 %	1.0%	94.8%	45.4%	54.6%
1984-85	30,528	3.5	1.3	1.2	94.0	44.8	55.2
1988-89	27,934	4.4	2.0	1.7	91.9	41.8	58.2
City University of New York							
1980-81	7,030	34.1	19.2	4.5	42.2	38.8	61.2
1984-85	6,796	37.6	24.8	7.5	30.1	35.8	64.2
1988-89	6,919	35.5	25.5	7.5	31.5	33.5	66.5
Independent							
1980-81	6,535	9.2	5.3	1.2	84.3	45.2	54.8
1984-85	6,516	11.3	6.4	1.8	80.5	41.4	58.6
1988-89	5,860	13.0	7.7	3.0	76.3	41.5	58.5
Proprietary							
1980-81	3,062	17.8	8.7	1.3	72.2	24.6	75.4
1984-85	4,116	23.4	10.8	2.1	63.7	24.1	75.9
1988-89	3,941	21.4	13.3	3.9	61.4	23.7	76.3
Total							
1980-81	47,285	9.9	5.1	1.6	83.4	43.1	56.9
1984-85	47,956	11.6	6.5	2.3	79.6	41.3	58.7
1988-89	44,654	11.8	7.4	3.0	77.8	38.9	61.1

* Excludes degrees awarded to students classified as Nonresident Alien.

** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 6.10

BACHELOR'S DEGREES CONFERRED* BY NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1980-81, 1984-85 and 1988-89

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
1980-81	24,033	3.2 %	1.2 %	1.8 %	93.8%	47.6%	52.4%
1984-85	26,136	4.1	1.6	2.2	92.1	46.2	53.8
1988-89	26,100	4.7	2.2	3.0	90.1	44.3	55.7
City University of New York							
1980-81	11,244	21.1	12.1	5.7	61.1	43.0	57.0
1984-85	8,896	25.7	15.9	8.6	49.8	40.8	59.2
1988-89	9,258	25.0	14.0	11.3	49.7	39.9	60.1
Independent							
1980-81	45,570	6.7	3.1	2.5	87.7	49.9	50.1
1984-85	48,098	7.0	3.3	3.7	86.0	48.2	51.8
1988-89	47,527	6.8	4.1	4.6	84.5	46.0	54.0
Proprietary							
1980-81	380	5.5	5.0	2.1	87.4	47.1	52.9
1984-85	471	5.3	3.0	1.9	89.8	46.7	53.3
1988-89	399	3.8	3.0	1.7	91.5	46.9	53.1
Total							
1980-81	81,227	7.8	3.9	2.7	85.6	48.3	51.7
1984-85	83,601	8.1	4.2	3.8	83.9	46.8	53.2
1988-89	83,284	8.2	4.6	4.8	82.4	44.8	55.2

* Excludes degrees awarded to students classified as Nonresident Alien.

** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 6.11

MASTER'S DEGREES CONFERRED* BY NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1980-81, 1984-85 and 1988-89

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
1980-81	5,179	3.3 %	3.0 %	1.9 %	91.8 %	40.7%	59.3%
1984-85	4,948	3.1	1.9	2.3	92.7	38.0	62.0
1988-89	5,806	2.7	1.9	2.3	93.1	34.6	65.4
City University of New York							
1980-81	3,020	15.2	6.2	3.7	74.9	34.8	65.2
1984-85	3,051	16.0	10.1	5.9	68.0	34.8	65.2
1988-89	3,902	14.2	8.4	6.0	71.4	32.4	67.6
Independent							
1980-81	21,930	6.2	3.4	3.2	87.2	46.0	54.0
1984-85	21,314	5.4	3.3	4.6	86.7	45.7	54.3
1988-89	21,404	5.0	3.4	5.0	86.6	43.4	56.6
Proprietary							
1980-81	--	--	--	--	--	--	--
1984-85	16	--	--	6.2	93.8	43.8	56.2
1988-89	60	3.3	8.4	3.3	85.0	48.3	51.7
Total							
1980-81	30,129	6.7	3.6	3.0	86.7	44.0	56.0
1984-85	29,329	6.2	3.8	4.4	85.6	43.3	56.7
1988-89	31,172	5.7	3.7	4.7	85.9	40.4	59.6

* Excludes degrees awarded to students classified as Nonresident Alien.

** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 6.12

DOCTORAL DEGREES CONFERRED* BY NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1980-81, 1984-85 and 1988-89

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
1980-81	618	4.6 %	1.2 %	4.1 %	90.1 %	67.3%	32.7 %
1984-85	582	2.8	2.4	3.1	91.7	59.1	40.9
1988-89	604	1.5	2.3	2.5	93.7	55.1	44.9
City University of New York							
1980-81	212	3.3	4.7	6.1	85.9	52.4	47.6
1984-85	203	4.9	4.0	4.9	86.2	57.6	42.4
1988-89	186	3.2	7.5	7.0	82.3	45.2	54.8
Independent							
1980-81	2,085	5.4	2.1	5.3	87.2	61.2	38.8
1984-85	2,038	4.3	2.8	5.0	87.9	55.3	44.7
1988-89	2,019	3.8	3.4	5.5	87.3	53.2	46.8
Proprietary							
1980-81	--	--	--	--	--	--	--
1984-85	--	--	--	--	--	--	--
1988-89	--	--	--	--	--	--	--
Total							
1980-81	2,915	5.0	2.1	5.1	87.8	61.9	38.1
1984-85	2,823	4.0	2.8	4.6	88.6	56.3	43.7
1988-89	2,809	3.3	3.4	4.9	88.4	53.1	46.9

* Excludes degrees awarded to students classified as Nonresident Alien.

** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 6.13

FIRST-PROFESSIONAL DEGREES CONFERRED* BY NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1980-81, 1984-85 and 1988-89

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
1980-81	1,064	3.1%	2.2%	1.7%	93.0%	69.3%	30.7%
1984-85	1,104	2.5	2.3	3.1	92.1	67.1	32.9
1988-89	1,117	5.7	3.7	7.6	83.0	61.0	39.0
City University of New York							
1980-81	--	--	--	--	--	--	--
1984-85	--	--	--	--	--	--	--
1988-89	141	18.4	16.3	4.3	61.0	35.5	64.5
Independent							
1980-81	5,395	3.2	2.2	1.5	93.1	68.0	32.0
1984-85	5,879	4.0	3.0	3.1	89.9	62.5	37.5
1988-89	5,829	4.5	3.4	3.7	88.4	58.4	41.6
Proprietary							
1980-81	--	--	--	--	--	--	--
1984-85	--	--	--	--	--	--	--
1988-89	--	--	--	--	--	--	--
Total							
1980-81	6,459	3.2	2.2	1.5	93.1	68.2	31.8
1984-85	6,983	3.8	2.8	3.1	90.3	63.2	36.8
1988-89	7,087	5.0	3.7	4.3	87.0	58.4	41.6

* Excludes degrees awarded to students classified as Nonresident Alien.

** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 6.14
U.S. LABOR FORCE PARTICIPATION RATES
(Percent of Population in the Labor Force)
1988

Age	Total	Whites	Blacks	Hispanics
Total, 16 - 24	68.4%	71.0%	56.8%	65.3%
16-19	55.3	58.6	40.8	49.6
20-24	78.7	80.6	70.5	76.3
Nonstudents:				
16-19	72.7	75.4	59.3	65.5
20-24	83.9	85.8	74.9	78.2
Students				
16-19	44.1	47.5	29.5	34.9
20-24	59.7	61.8	49.6	64.4

Source: Bureau Of Labor Statistics, *Employment and Earnings*, Volume 36, No. 1, (USGPO, Washington, D.C.: Jan 1989) Pp. 162-168. Reprinted From James R. Wetzel's American Youth: A Statistical Snapshot Washington,D.C.: Youth And America's Future: The William T. Grant Commission On Work, Family And Citizenship, 1989.

TABLE 6.15
CIVILIAN U.S. POPULATION AND EMPLOYMENT
1988
(Millions of 16-24 year-olds)

Category	Total	Whites	Blacks	Hispanics
Civilian Population	33.0	27.1	4.7	3.3
Employed	20.0	17.5	2.0	1.9
Percent Employed	60.8%	64.4%	43.2%	56.9%
Male Population	16.2	13.4	2.2	1.7
Employed	10.4	9.1	1.1	1.1
Percent Employed	64.1%	67.5%	47.1%	65.7%
Female Population	16.7	13.7	2.5	1.6
Employed	9.6	8.4	1.0	.8
Percent Employed	57.6%	61.4%	39.6%	46.8%

Note: Hispanics may be of any race and are, therefore, included in white and Black categories as well as being shown separately. Volume 36, Bureau Of Labor Statistics, *Employment and Earnings*, No. 1, (USGPO, Washington, D.C.: Jan 1989) Pp. 162-168. Reprinted From James R. Wetzel's American Youth: A Statistical Snapshot Washington,D.C.: Youth And America's Future: The William T. Grant Commission On Work, Family And Citizenship, 1989.

TABLE 6.16
NATIONWIDE UNEMPLOYMENT RATES OF YOUTH
1988

AGE	PERCENT UNEMPLOYED			
	Total	Whites	Blacks	Hispanics
Total, 16 - 24				
16-19	15.3%	13.1%	32.4%	21.9%
20-24	8.7	7.1	19.6	9.8
Nonstudents:				
16-19	16.6	14.2	33.6	21.3
20-24	9.2	7.4	20.2	10.1
Students:				
16-19	13.9	11.9	30.9	23.2
20-24	6.3	5.4	15.3	7.6

Source: Bureau of Labor Statistics, *Employment and Earnings,* Volume 36, No. 1, (USGPO, Washington, DC: Jan 1989) pp. 162-168. Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot Washington,DC: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

TABLE 6.17

UNEMPLOYMENT RATE OF THE CIVILIAN POPULATION BY AGE GROUP, RACE/ETHNIC GROUP AND GENDER

NEW YORK STATE

1987, 1988 AND 1989

Age Group	Total	Race/Ethnic Group			Gender	
		Black	White	Hispanic*	Male	Female
16 Years of Age and Older						
1987	4.9 %	9.3 %	4.2 %	8.3 %	5.2 %	4.4 %
1988	4.2	7.3	3.7	6.3	4.4	3.9
1989	5.1	10.8	4.3	8.0	5.4	4.8
16 -19 Years of Age						
1987	12.1	22.9	10.6	23.6	11.7	12.6
1988	11.8	26.9	9.9	NA	12.3	11.5
1989	14.5	33.5	11.5	27.5	17.1	11.9
20 Years of Age and Older						
1987	4.4	8.6	3.8	7.4	4.8	3.9
1988	3.7	6.3	3.3	NA	3.9	3.5
1989	4.5	9.4	3.8	6.7	4.7	4.3

* Hispanic individuals are also included in the figures for the categories Black and white.

Source: U. S. Bureau of Labor Statistics, Current Population Survey.

TABLE 6.18

NATIONWIDE INCOME BY GENDER, AGE, AND RACE/ETHNICITY

1987

CATEGORY	MALE		FEMALE	
	15-19	20-24	15-19	20-24
Percent With Income:				
Total	67.6%	94.0%	63.7%	90.1%
Whites	71.1	95.8	67.0	91.1
Blacks	50.0	83.7	47.6	86.0
Hispanics	50.3	90.0	42.5	78.8
Average income of those with income:				
Total	$3,256	$ 10,901	$2,965	$8,406
Whites	3,378	11,286	2,998	8,749
Blacks	2,486	8,484	2,829	6,500
Hispanics	4,118	9,693	2,890	7,663

Source: Bureau of Census, *Money Income and Poverty Status:* 1987, Advance Report, (USGPO, Washington, DC: 1988) Series P-60, Number 161, pp. 11-19. Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot Washington, D.C.: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

TABLE 6.19

UNITED STATES UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT

1988

EDUCATION	PERCENT OF NONSTUDENT 16-24-YEAR-OLDS UNEMPLOYED			
	Total	Whites	Blacks	Hispanics
Total	11.1%	9.2%	23.4%	12.8%
High School:				
Did not complete	20.0	17.3	37.4	16.6
Completed	10.1	8.3	21.7	11.1
College:				
One to 3 years	6.3	5.0	14.4	6.6
Four or more years	4.8	4.3	7.4	5.8

Source: Bureau of Labor Statistics, *Employment and Earnings,* Volume 36, No. 1, (USGPO, Washington, DC: Jan 1989) pp.168. Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot, Washington, D.C.: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

TABLE 6.20
WORK DISABILITY AMONG AMERICAN YOUTH
1988

CATEGORY	POPULATION (In Thousands)		
	Total	Male	Female
Total, ages 16 to 24	33,453	16,612	16,841
With a limitation:			
Number	1,285	674	610
Percent	3.8%	4.1%	3.6%
With a severe limitation:			
Number	577	312	265
Percent	1.7%	1.9%	1.6%

Source: Bureau of Census, *Labor Force Status of Persons with a Work Disability:* 1981 to 1988, Series P-60, Number 169 (USGPO, Washington, DC: 1989) pp. 16-19. Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot Washington, D.C.: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

CONCLUSION

This is a status report, not an agenda for action. But it is clear, from the data presented here, that we cannot be satisfied with the status of New York's schools in January 1991. Therefore, it is appropriate to conclude by referring to efforts by the Regents and State Education Department to improve educational results in New York State. One year ago, the conclusion to the previous report advanced ten principles which should guide such actions – and which, in fact, have guided policy statements such as the Regents request for State aid for the schools and programs such as the Excellence and Accountability Program:

- Foster accountability by a focus on results, not process or procedures.
- Set clear standards for excellence as well as ensuring that minimum standards are being met.
- Focus resources where they are most needed.
- Nurture ethnic, cultural, and linguistic diversity.
- Create incentives for constructive change.
- Encourage the use of learning technologies.
- Invest early in young children.
- Support families and work in cooperation with community organizations.
- Enlist the participation and energies of those working in schools.
- Ensure an adequate professional work force.

Since January 1990, we have incorporated these principles into a comprehensive proposal entitled "A New Compact for Learning." Based on the bedrock truth that all children can learn, the approach taken by the New Compact has four fundamental components:

1. ***Specify the desired outcomes for learning.*** The Regents should state more specifically the skills, knowledge, and values students should acquire as a result of elementary and secondary education. These should go beyond minimum competency and

aim for mastery. In setting the desired outcomes, the Regents should consult broadly with educators, parents, and representatives of cultural institutions, business and industry, organized labor, State and local government.

2. ***Provide local schools and school districts with the flexibility they need to achieve the desired results.*** We need a new relationship between the State and localities in which the State defines more precisely what is to be learned, and local teachers, administrators, and boards of education have more freedom to decide how such learning is to occur.

3. ***Develop a new system for assessing progress.*** Refine existing assessment measures; create new ways of measuring students' progress toward the desired outcomes and schools' progress in leading students to achieve. Such a program of assessment can help to guide effort as well as provide information for accountability.

4. ***Reward success and remedy failure.*** Provide incentives to encourage the achievement of desired results; provide rewards when they are achieved. When temporary failure occurs, we must provide support; but we cannot permit failure to persist. We must intervene to see that children receive the education to which they are entitled.

During the year just past, we have discussed the New Compact's proposals broadly with people throughout New York State – teachers, school administrators, school board members, parents, faculty and administrators from higher education, and representatives of cultural institutions, of organized labor, of the State's business community. Specific recommendations for action, the fruit of this broad consultation, will be brought to the Board of Regents for disposition soon after this report appears.

As we approach the coming year, we are aware that the State's fiscal situation is very difficult. At such a time, we can expect few, if any, additional funds to advance these proposals for educational improvement. However, fiscal constraints by no means constitute a reason to delay education reform. Far from it: they provide all the more reason to move this agenda – to move New York State toward a system that links investment in education to demonstrable results. The data presented in this report make a compelling case for change. A time of fiscal constraint is a time to examine every expenditure in order to maximize the benefit it yields: to re-examine and revise fundamentally the ways in which schools are organized and operated in New York State, and to devise new modes that will produce more satisfactory results.

APPENDIX: DATA RESOURCES

In August 1987, the New York State Legislature enacted an amendment to Section 215-a of Education Law which requires the Board of Regents to submit an annual report on the educational status of the State's schools. The Chapter 655 amendment is specific in the types of information to be reported, with a strong focus on data related to student performance. An important element of this law, one consistent with the Department's dual commitment to educational excellence and equity, is the requested display of data by racial/ethnic group and gender, on both a statewide and individual district basis "to the extent practicable."

Data Sources for the January 1991 Edition

The Department relied on its current reporting systems to supply most data for the January 1991 edition of this report: the Basic Educational Data System (BEDS), the Higher Education Data System (HEDS), the School Financial System (SF), and the State Testing Program. BEDS annually collects data from elementary and secondary schools on students, teachers, student support services, school facilities, and school resources. HEDS annually collects data from postsecondary institutions, including enrollments, degrees granted, faculty profiles, and expenditures. The SF system stores the data from the Annual Financial Report for School Districts (Form ST-3). The State Testing Program collects State test results and related information.

Data from these four databases were supplemented by several sources. Information was generated from the March 1988 *Current Population Survey* and other governmental statistical reports. Information about results on the Scholastic Aptitude Test was developed with the cooperation of the College Board. Finally, several program offices within the State Education Department contributed both statistical data and programmatic information.

Status of Department Data-Collection Efforts

Currently, the Department routinely collects two categories of data about schools and students. The first is student-specific information. The second is aggregated data, reported to the Department for school buildings and school districts.

The Department collects student-specific data through a variety of collection forms, such as the New York State High School Equivalency Examination answer sheet, the System to Account for Children (STAC) forms (prepared for students with handicapping conditions), and the Regents Scholarship applications. In the case of the STAC system, these student-specific data collection forms are also linked to unique case-registration numbers, which permit the implementation of a tracking system for all participating students.

A wide variety of critical data – especially outcome, dropout, and attendance data – is locally recorded on an individual basis, but submitted to the Education Department at the building level. The Pupil Evaluation Program test results, the Regents Competency test results and Regents examination results, are all examples of routinely submitted, locally aggregated performance data. They do not provide breakdowns by race/ethnicity at the school building or the district level. Similarly, the dropout and attendance data now submitted to the Department are aggregated, without gender or race/ethnicity breakdowns.

With the exception of the student-specific information that is now retrieved, the Department's current capacity to display gender- and race/ethnicity-specific outcome information is limited. For example, the current data on test scores received from each school building do not permit the direct determination of how Blacks, Hispanics or White students attending these buildings have performed. Overall building performance may, in fact, mask differences in the performance of racial/ethnic groups, particularly in buildings in which a specific group constitutes a relatively small percentage of the total student enrollment. The same limitations on the current data apply to any efforts to determine the level of academic success of children from low-income families.

The need for breakdowns of performance data by race/ethnicity, gender, and poverty status is widely accepted. In response to the need for these data, the Department has periodically conducted specialized sampling studies in order to display testing outcomes by student characteristics. These sampling approaches, however, are designed to be statistically representative of the entire State, not individual school districts or buildings. Sample sizes large enough to be statistically representative of school districts (much less individual buildings) would be prohibitively large. Hence, even with sampling techniques, it is not practical to display statistically reliable outcome data by race/ethnicity, gender, and poverty status at the individual district or building level.

A second strategy the Department uses to relate data about race/ethnicity and poverty status to outcome data is based on currently available information about the composition of school enrollments with respect to race/ethnicity and poverty status. For example, the availability of these data permits the Department to display building-level performance outcomes by the percentage of the minority enrollment. Such data, however, do not reveal whether the overall building performance masks differences in test scores among groups of students.

The Department is also a major participant in (and has received the legislative support for supplementing) the National Education Longitudinal Survey (NELS: 88) being conducted nationwide by the National Opinion Research Center. Data were collected from a sample of eighth-grade students during the spring of 1988. These students are being tracked over time and extensive data on cognitive testing, aspirations, family and parent involvement, and school environment are being collected. Sample size will be sufficient to ensure accurate generalizations at the State level for students of different racial/ethnic and socioeconomic backgrounds, providing a wealth of data relevant to policymaking. Because of the special augmentation to the original sample, these data will not only support an analysis of specific population groups statewide, but also provide information for New York City in particular. An analysis of the national sample has been published, but the data for the New York State analyses are not yet available.

In summary, the Department has the capacity to respond to a variety of policy questions involving students of different racial/ethnic backgrounds and gender, especially at the statewide level. The capacity to display specific outcome information for different student groups, however, is limited and is currently addressed primarily through specialized sampling studies.

Department Initiatives Related to Data Collection and Analysis

The Department is reviewing its data collection procedures in order to enhance the capacity to display racial/ethnic- and gender-specific data, for example by redesigning forms that are completed by individual student test-takers or school district staff. The Department is also undertaking several major initiatives to ensure that data collection and analysis become integrated with and support critical planning, supervision, and evaluation activities at both the State and local levels. These initiatives include Technology Network Ties (TNT), the Student Information System (SIS), and the Fiscal Profiles project.

Technology Network Ties (TNT)

This program integrates computer hardware, software, and communications technologies in a comprehensive statewide network linking school districts, BOCES, libraries, and other educational agencies with the State Education Department. The goal of the program is to support and enhance the teaching/learning environment through increased access to, and sharing of, instructional services and management applications in the schools. The primary focus is to network schools and BOCES across the State and integrate their information needs to provide timely and accurate reporting systems and outlets for sharing state-of-the-art instructional information.

School districts connected to the TNT backbone have the capacity to pilot new modes of instructional delivery, report student progress on an individual basis, make strategic decisions based on management information supported in the system, and reduce the burden of paperwork by reporting data electronically to the State Education Department.

Currently, the TNT backbone links the nine BOCES Regional Information Centers and New York City with the State Education Department. From each site, there are interconnections to all 41 BOCES and over 350 school districts. More than 700 school buildings in New York State are connected to the network. School districts have been informed that all required State data reporting is expected to be done electronically via TNT by July 1, 1993.

Student Information System (SIS)

The Student Information System is a mainframe-based software application that provides school district administrators and teachers with key information about students. The information can be used for management tasks such as attendance tracking and grade reporting. It can also be used to inform decisions through the provision of basic demographic and performance information for individual students. The system provides the capability to look at trends for specific groups of students; for example, it can identify students, track their progress, and gather evaluation information.

Such information will provide the base for a statewide data depository on students. The data depository, in turn, will generate analysis of different services and performance based on specific characteristics of learners. SIS information has been kept consistent statewide through the coordination of the Big 5 city districts' SIS system with the BOCES system via TNT. Thus, a common core of student information is maintained to meet State reporting requirements and to provide a common basis for sharing information across districts. The Student Information System will eventually connect every school building in each of the Big 5 city districts to district offices and to TNT. TNT also provides the standards and protocols for communicating and moving data, including the SIS data, statewide.

The Student Information System is designed to address multiple levels of needs, ranging from the operational level in the school building to the policy level at the central board and State levels. The system is not designed to be implemented "top-down"; it provides immediate and tangible benefits for those using the system at the school building level. The system is designed to meet current and anticipated information needs, to support better decision making regarding resource allocation, to improve services to students, and to provide information for State policymakers on such matters as the usefulness of current laws and regulations in ensuring that young people receive the educational services they need.

The system will provide all schools with capabilities such as automating daily student attendance records. It will also reduce data-collection tasks for teachers and principals, allowing them to spend more time using information to make decisions about instruction, programs, and pupil services. More accurate, complete, and timely data will be available.

Once comprehensive networks are in place that link all buildings in each of the Big 5 cities, students will be tracked and accounted for in a way that has never been possible.

Fiscal Profiles of School Districts

The Education Department has developed a computerized reporting system, the School District Fiscal Profiles, which provides a detailed and comprehensive view of spending, revenue, staffing, salary, and educational performance trends in districts. The profiles are derived from data submitted by school districts. Generating the profiles requires the merging of many computerized files from several different databases and the calculating of statistics not previously used by the Department. The Department publishes the School District Fiscal Profiles annually.

Regents Policy

In developing these three data collection and analysis initiatives, the Regents and the Department have had to address several policy questions concerning the purposes of data collection and analysis, the importance of individual student data, the appropriate use of technology, and the need for a common, integrated database.

Information is crucial for decision making. Teachers and administrators must have reliable, accurate, and timely information about all their students, provided in ways that make it easy to analyze student progress individually and by groups. At the same time, information about individuals must be kept secure and confidential. The Regents therefore support the prosecution, to the full extent of the law, of any individual or group that accesses or uses information in an unauthorized manner, or uses information systems (or the information they contain) maliciously, destructively, or for person gain.

The Regents support local district planning to use technology in management and in support of instruction. This planning must examine hardware and software, sources of funding, and the relationship of these with curricular objectives, focusing on technology as a supportive tool, rather than an end in itself.